

Simmons  
College  
Bulletin

Catalogue

1969-1970

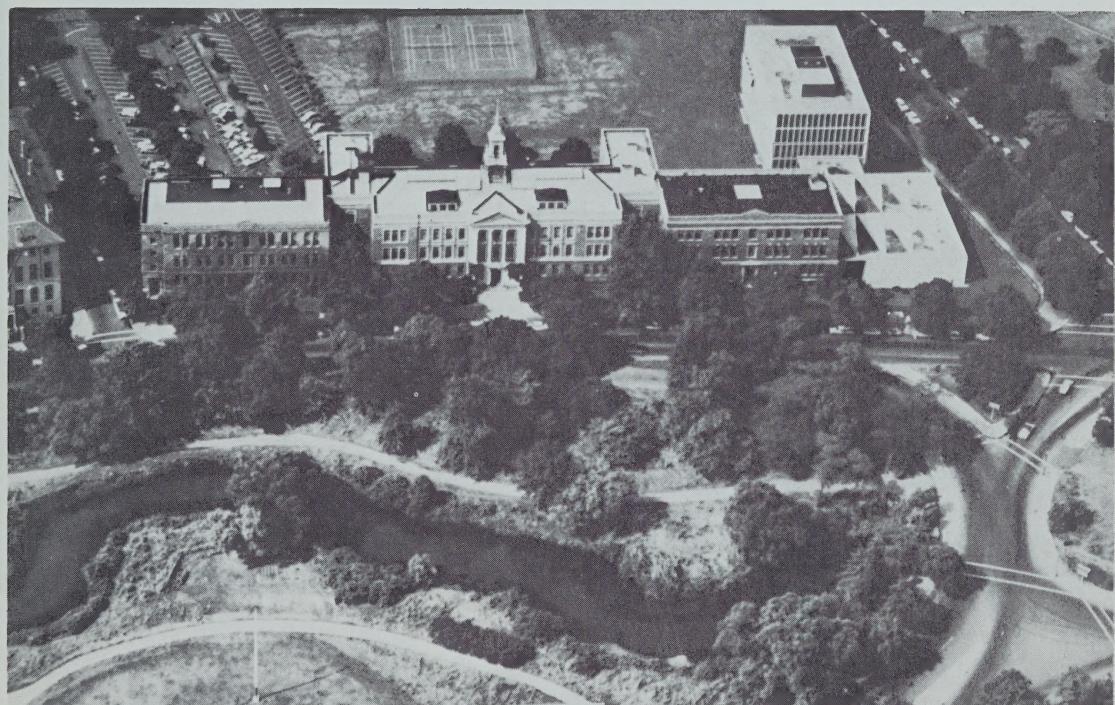
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**Simmons College**

**1969-1970 Catalogue**



All requests for application forms or for information on admission should be addressed to the Director of Admission, Simmons College, The Fenway, Boston, Massachusetts 02115. All other requests should be directed to the Registrar, at the same address.



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OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
5	6	7	8	9	10	4	2	3	4	5	6	7	8	1	1	2	3	4	5	6
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			

1969

JANUARY					FEBRUARY					MARCH										
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6
4	5	6	7	8	9	10	8	9	10	11	12	13	14	15	8	9	10	11	12	13
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31								29	30	31				

1970

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
							1	2	3	1	2	3	4	5	6	7	1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	15	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

1971

## Calendar 1969-1970

This Calendar defines the College year for regular full-time undergraduate students. Calendars for special programs are stated elsewhere.\*

<b>September 15</b>	<i>Freshmen Orientation begins</i>
<b>September 16</b>	<i>Registration for graduate students†</i>
<b>September 17-18</b> and	
<b>September 19 until</b> <b>noon</b>	<b>Registration</b>
<b>September 22</b>	<i>College year begins</i>
<b>September 24</b>	<i>Honors Convocation</i>
<b>October 13</b>	<i>Columbus Day holiday</i>
<b>November 11</b>	<i>Veterans Day holiday</i>
<b>November 26</b>	<i>College closes at noon</i>
<b>December 1</b>	<b>Thanksgiving Recess</b>
	<i>College opens</i>
<b>December 19</b>	<i>College closes</i>
	<b>Christmas Vacation</b>
<b>January 5</b>	<i>College opens</i>
<b>January 16</b>	<i>Classes end</i>
<b>January 18</b>	<i>Commencement Day for Physical Therapy Students</i>
<b>January 19</b>	<i>Examination period begins</i>
<b>January 30</b>	<i>Examination period ends</i>
<b>February 2</b>	<i>Second half-year begins</i>
<b>February 16</b>	<i>Washington's Birthday holiday</i>
<b>March 20</b>	<i>College closes</i>
	<b>Spring Vacation</b>
<b>March 30</b>	<i>College opens</i>
<b>April 20</b>	<i>Patriots Day holiday</i>
<b>May 22</b>	<i>Classes end</i>
<b>May 25</b>	<i>Memorial Day holiday</i>
<b>May 26</b>	<i>Examination period begins</i>
<b>June 5</b>	<i>Examination period ends</i>
<b>June 7</b>	<i>Commencement Day</i>

\*Physical Therapy, fourth-year and graduate programs, see pages 97 and 178; Medical Technology, fourth-year and graduate programs, see pages 95 and 178; and Orthoptics, fourth-year and graduate programs, see pages 96 and 178. After-hour and Saturday classes, see appropriate announcement.

†2:00-6:30 p.m.

## Directory

<b>Main College Building</b>	
The Fenway, Boston 02115	<b>566-7400</b>
<b>Administration; College Policy</b>	
Administration	<i>President</i>
Instruction	<i>Vice President</i>
<b>Residence; Student Welfare</b>	
Fees	<i>Provost</i>
Courses; Student Records	<i>Dean</i>
Admission	<i>Comptroller</i>
Alumnae Association	<i>Registrar</i>
Development	<i>Director of Admission</i>
Placement of Graduates;	<i>Director of Alumnae Affairs</i>
Student Employment	<i>Director of Development</i>
<b>Scholarships; Financial Aid</b>	
Building Equipment	<i>Director of Placement</i>
	<i>Director of Student Financial Aid</i>
	<i>Business Manager</i>
 <b>Beatley Library-Lefavour Hall</b>	
The Fenway, Boston 02115	<b>566-7400</b>
Evenings and weekends	<b>566-9837</b>
 <b>School of Social Work</b>	
51 Commonwealth Avenue, Boston 02116	<b>266-0738</b>
 <b>Residence Halls</b>	
<i>Director of Students</i>	
305 Brookline Avenue, Boston 02215	<b>277-5494</b>
<i>Manager of Residence Halls</i>	
321 Brookline Avenue, Boston 02215	<b>277-4432</b>
 <b>Infirmary</b>	
94 Pilgrim Road, Boston 02215	<b>566-3083</b>

*For individual halls and houses, see Register of Officers and Students or Boston Telephone Directory.*





## **Simmons College,**

a private, nonsectarian college, is what it is today because a Boston merchant of the middle of the nineteenth century had what was at that time a pioneering idea about the education of women. The will of John Simmons called for a women's college to offer instruction in such "branches of art, science and industry best calculated to enable the scholars to acquire an independent livelihood." With this assignment, Simmons College was chartered in 1889, opened its doors in 1902, and thus became one of the first colleges in the country to offer young women the opportunity for what was then interpreted as vocational education at a collegiate level, from which it has evolved into an institution devoted to the career preparation of women.

The founder's purpose was to enable women to lead useful, significant lives. This defines the kind of approach to women's education that has shaped the history of Simmons College—and far more important, charts a path for the Simmons of the future.

Both the date and the spirit of the College's founding are significant—even prophetic. Since the turn of the century there have been dramatic changes in social attitudes towards women—towards what they might, could, and should contribute in every field of human activity. And on every hand there are signs that these changes will be even more dramatic in the years ahead. Simmons College, founded to widen the horizons for young women at the start of the twentieth century, has changed over the years to keep pace with the changing role of women in society. Today, Simmons is shaped not only by what has happened in the lives of women, but also by a concern for what the future may hold for them.

It is difficult now to imagine what it was like to be a woman in nineteenth century America, and it is just as difficult to foresee the place women will occupy in American society by the end of the twentieth century. The choice between marriage and a career is no longer an issue for young women. Now, more young women marry, and they marry earlier. The chances are strong that they work after graduation from college. They work after marriage, too, at some time or other; at present nearly 50 per cent of married women work, the proportion is high among college-educated women, and the rate seems certain to increase. And the facts of the lengthening life expectancy of women raise still further questions as to the use they will make of their lives.

The place of women in today's business and professional world is expanding steadily. The variety and challenge of opportunities open to women grow spectacularly—with every indication that the trend will

continue. Women in the professions and in careers find fewer and fewer obstacles in their way. The possibilities of combining a career (not just a "job") with marriage are increasing every day. Society's pressing needs for trained women are forcing a growing acceptance of the part-time professional career.

Rounding out the picture of social change is the rapidly increasing number of married women who go back to work on a full-time or part-time basis when the demands of the home diminish. If this return to the labor market occurs when the woman is still in her thirties—as it often does, she may have as much as half a lifetime to devote to activities outside her household.

The entire educational aim of Simmons College is to provide background and training to equip its graduates for the kind of world in which women may expect to live and work. When Simmons was founded, it was considered revolutionary to train young women for useful employment. Now such an aim is commonplace, and it is no longer sufficient for the countless women who demand both career training and intellectual preparation for a future radically different from the future their mothers and grandmothers could look forward to.

How does Simmons College propose to deal in the here-and-now with the prospects of the future? The College was founded to prepare its undergraduates for specific careers, and this aim remains central to the purposes of the institution. But career preparation alone is not enough to equip the great majority of Simmons graduates for the lives they may expect to lead as wives, mothers, and citizens, as well as career women and employees. A Simmons education must include increasingly broader education in the arts and sciences, and increasingly higher educational standards. This means that Simmons College intends to be something more than a conventional liberal arts college in the traditional sense. Its heritage is one of training young women to earn a living, but it is not oriented simply towards job training. A Simmons graduate will be broadly and intensively acquainted with the liberal arts as well as specifically prepared for a particular career.

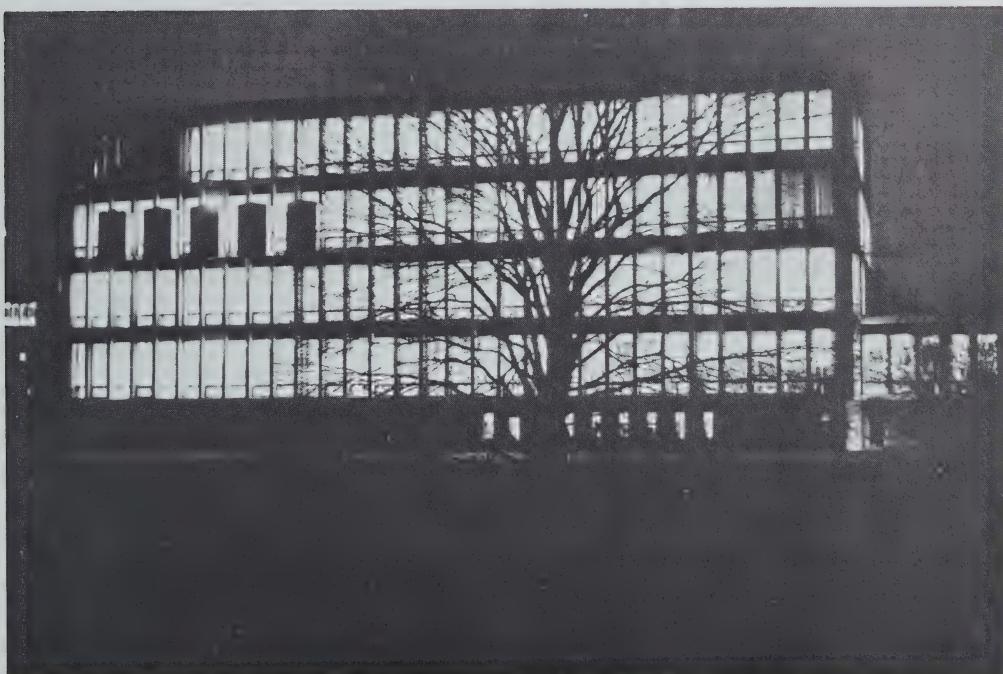
In summary, then, Simmons College believes that its graduates should be committed to, and prepared for, a meaningful and significant career; whether this takes the form of a job, a vocation, or some other purposeful activity upon graduation, or whether it means continuation of the postgraduate study that becomes increasingly necessary for many areas of career preparation.

Simmons believes further that mere vocational training is not enough; that a Simmons graduate must relate her career preparation to

its broader context, so as to make her employment more satisfying in itself, to enable her to find opportunities for intellectual growth and professional advancement within her chosen career, and to equip her to assume expanding responsibility and leadership in her field of endeavor.

Simmons believes that a woman should be prepared for a career in ways that will not become automatically useless to her after marriage; and that her career preparation should not only fit her for advanced positions in the business and professional world, but enrich and enhance her life outside the area of her career. And the Simmons graduate should be prepared not only to become employed immediately after leaving college or graduate school, but also to re-enter the labor market after her responsibilities to home and family lessen, or to return to formal education at that time in her life, as increasing numbers of women are now doing.

These goals are the essence of a Simmons education. They deal with what must come first in the consideration of a college—its relationship to the whole future life and potential of the students who are its responsibility. Simmons College was founded to serve young women who sought to make their lives count in the society of a bygone day; it exists today to foster the purposes of those young women who will face the challenges of a dramatically exciting new world.



## **College Environment**

Two campuses provide the setting for the Simmons community; situated one block apart, they are within easy walking distance of each other. The Fenway Campus is the site of the academic program, and the Brookline Avenue Campus serves as the residential center.

### **The Fenway Campus**

The Fenway Campus, bounded by The Fenway, Avenue Louis Pasteur, and Palace Road, adjoins and overlooks The Fenway, a large, pleasant city park. Here are located the Main College Building and the Beatley Library—Lefavour Hall complex. The former consists of a central section constructed in 1904, to which a west wing was added in 1909 and an east wing in 1929. The Beatley Library—Lefavour Hall structure was completed in 1961.

In the Main Building are the major administrative offices, faculty offices, numerous classrooms, the College Auditorium, and a variety of laboratories and workrooms, including the laboratories of the Departments of Biology, Chemistry, Physics, Psychology, and Home Economics, a modern Language Laboratory, and workrooms for the Departments of Art, Business Administration, and Nursing. Here, too, are such auxiliary facilities as the Physical Education Department, the College Cafeteria, and the Simmons Cooperative Store.

The Bancroft Beatley Library is the heart of the academic campus, designed to make the library a functional part of the College environment by bringing students and books together in pleasant, comfortable surroundings. Space and facilities are planned to create a natural setting for effective study. Open-stack bookshelves are dispersed throughout the reading areas. The Browsing Room provides an opportunity for recreational reading; current literature of general interest is available. In the Music Listening Room, also located in the Beatley Library, the student may listen in comfort to recordings selected from the collection.

Centrally located on the main floor of the Beatley Library are the card catalogue, the reference shelves, and the reference services; there is direct access from this area to the reserve stacks on the ground floor. Adjoining the catalogue and reference unit are a lounge and display area; nearer the main entrance is the main desk with its reserve bookshelves and staff services.

The College maintains a working collection of approximately 125,000 volumes, to which important additions are made each year. The book collection is especially strong in basic reference and bibliographical re-

sources. A wide range of periodicals is also available for the use of students in all departments of the College. Outstanding special collections are maintained in the School of Library Science, located on the fourth floor of Lefavour Hall, and at the School of Social Work. A competent professional staff provides instruction in the use of the library and stands ready to assist individual students and members of the faculty in furthering the solution of problems of study and research. The main library is open for use during the evenings and on weekends, when the College is in session, for the convenience of students and faculty. A student handbook on the College Library, distributed each year during the registration period, contains detailed information on library services and procedures. Through an inter-institutional agreement, students are able to use the library facilities of Emmanuel College and to borrow books subject to the regulations of that library.

In Metropolitan Boston, the student has access to one of the world's great library centers. Through cooperative arrangements with many libraries in the Boston area, Simmons College students may, upon application to the Reference Librarian in the College Library, secure access to a variety of highly specialized materials at these institutions.

Lefavour Hall contains the offices of the Departments of Education and Publication, and the School of Library Science; general classrooms; and a number of specialized instructional facilities, including the laboratory of the School of Library Science and the workrooms of the Department of Publication.

Located some distance from the Fenway Campus are the buildings housing the School of Social Work, at 49-51 Commonwealth Avenue, in the Back Bay section of Boston. Here are the offices and classrooms serving students in the School of Social Work, together with the library of the School of Social Work, which contains important and valuable collections of books and pamphlets relating to charities, made available to the College by the Boston Children's Aid Society.

### **Brookline Avenue Campus**

The buildings on the Brookline Avenue Campus, the residential center of the College, lie within the boundaries of a tree-shaded quadrangle defined by Brookline Avenue, Pilgrim Road, and Short Street, and located at the intersection of the Riverway and Brookline Avenue. Situated on the Brookline Avenue Campus are nine large brick residence halls and two small wooden dormitories, Turner House and Hastings House. Oldest of the large dormitories are North and South Halls, which

house between 60 and 70 students each. Evans Hall, a dormitory for about 75 students, was named for Mrs. Maria Antoinette Evans, who with her husband contributed generously to the College endowment. Arnold Hall is named in memory of Sarah Louise Arnold, the first Dean of Simmons College; Dix Hall is named in honor of Dorothea L. Dix, considered to be the first woman actively interested in mental hygiene, and a great portion of whose personal fortune was given to the College; and Morse Hall is named for Frances Rollins Morse, a charter member of the Corporation. Each of these halls accommodates approximately 120 students. Simmons Hall, the largest of the dormitories, with 179 students living in the two wings, is at the east end of the campus facing The Fenway. Mesick Hall, opened in 1961, honors Jane Louise Mesick, a former Dean of the College, and houses 128 students. Smith Hall, named for Dr. Richard M. Smith, and dedicated in November, 1964, houses 144 students. Dr. Smith, long the Chairman of the Corporation, is a well-known physician in Boston and an Emeritus member of the Children's Hospital Medical Center Staff.

Most of the rooms in the College residence halls are double rooms. Students already in residence choose their rooms in the spring. Lots are drawn by classes, juniors having first choice. Rooms are assigned to upper-class students, then to freshmen and students entering with advanced standing from other colleges, in this order. Candidates for admission to the College as resident freshmen make application for rooms after receiving notice of acceptance in April. Notice of room assignment is mailed to the student early in September.

The College provides the essential furniture for each room, but does not include rugs, window curtains, or bedspreads. Students must furnish blankets, towels, pillows, and bed linen, or rent them from the local agency designated by the College. It is expected that each student will respect College property and the property of other students. Although the College does not assume responsibility for the personal possessions of students, it takes reasonable care to protect them. Students are advised to insure their personal belongings.

Also on the Brookline Avenue Campus are Bartol Hall, the central dining hall; Alumnae Hall, an auditorium-recreation center used for a variety of student and public occasions; and the Health Center, a new, modern building containing a fully equipped health clinic and accommodations for patients.



## **Simmons and Boston**

### **Resources Within Greater Boston**

The city of Boston is a world-renowned center of educational, cultural, and scientific activity. The metropolitan area abounds in schools, colleges, and universities, many of world-wide repute. The libraries, museums, and musical aggregations of the metropolis are equally famous. The hospitals and medical centers are widely known and highly respected. Scientific and research organizations exist here in almost unparalleled number and variety. An inclusive listing of the institutions and organizations within the confines of Greater Boston would establish beyond doubt the city's preeminence as a center of learning, of culture, and of research.

Simmons College is uniquely fortunate to be located directly in the midst of the city's densest concentration of these institutions. Many of them are within a half-mile radius of the Simmons campus, and the rest of them are within easy reach.

The immediate presence of these institutions is reflected in the Simmons program, both curricular and extracurricular. Portions of the academic work of several departments of instruction are conducted at neighboring institutions. Simmons students on occasion earn credit toward their Simmons degree by study at a college or university in the Boston area. In addition to formal inter-institutional arrangements with the School of the Boston Museum of Fine Arts and with the New England Conservatory, Emmanuel College and Simmons College collaborate in providing opportunities for students to elect courses at both institutions. Individual arrangements may be made to enable a student to include work at other institutions as part of her Simmons program.

Representatives of nearby educational, cultural, professional, and business organizations appear frequently in Simmons classrooms, in Simmons seminars, and at Simmons lectures or meetings. Simmons students go from their own classrooms and laboratories to other institutions and agencies. These excursions are sometimes a part of the students' regular academic assignments, and sometimes a volunteer, out-of-class activity. In many different ways, and in steadily increasing measure, Simmons College regards the rich and varied resources of the Greater Boston community as a great workshop to be used to extend and enrich the education of Simmons students.

Boston also offers almost unlimited opportunities for the pursuit of personal interests and the cultivation of individual inclinations. Simmons students have almost at their fingertips the libraries, the museums, the churches, the concert halls, the theaters, and the lecture halls and

forums of a major cultural center. These can and do supplement the educational program in significant ways.

The substantial benefits that result from the location of Simmons College in the Greater Boston community represent only one side of the ledger; the relationship is in reality one of interdependence and cooperation. Simmons students contribute their talents and services to local organizations and agencies, sometimes in connection with their academic work, often on a voluntary basis; the urban environment serves as a training-ground for the development of experiences in public service and community involvement. Similarly, members of the Simmons College faculty are widely and deeply engaged in the cultural and professional life of the city, and through their associations contribute still further to the interchange between College and community.

### **Resources Beyond Greater Boston**

Simmons College students are able upon occasion to benefit from educational resources beyond the limits of the Greater Boston area. Under the provisions of the Foreign Study Program, students may be granted credit for the satisfactory completion of a prescribed program in a duly recognized foreign study program, provided each individual proposal is properly recommended and approved by the Subcommittee on Foreign Study and the Administrative Board.

Simmons College is a participant in the "Washington Semester" of the American University in Washington, D.C. Each year a limited number of qualified juniors may study government, public affairs, and international relations for one semester with a group of students selected from participating colleges all over the country.

Simmons College is also affiliated with The Merrill-Palmer Institute in Detroit, Michigan, where well-qualified students enrolled in the child development specialization of home economics may spend one semester of either the junior or the senior year in concentrated study of human development.

### **The Student Community**

Simmons College believes that education extends beyond the classroom to a wide range of human experiences, and that college life should provide experiences in self-government and community living. This belief is expressed in various ways: in the responsibilities held by Student Government Association; in the Honor System; in planning extra-curricular events; and in their own supervision of student publications.

### **Student Associations**

The Student Government Association, of which all regular undergraduates are members, officially represents and acts for the student community through its elected body, the Student Government Council. The Dean of the College acts as adviser to the Council.

The Student Government Council is responsible for insuring that student interests are properly represented, that student activities are effectively managed and administered, and that student concerns are adequately voiced.

Under the direction of the Student Government Council is SCOPE (Student Committee on Programmed Events), with its four subdivisions representing Arts, Films, Lectures, and Music. SCOPE arranges and presents a variety of cultural and artistic events of interest to the entire college community. These include art exhibits, displays of student art, musical events, and lectures and discussions by members of the faculty and distinguished speakers from outside the College.

There are programs sponsored by SCOPE as well as programs of such specialized groups as the Glee Club, the Chamber Ensemble, the Drama Society, and the Modern Dance Club.

Students who desire to join others in the furtherance of common religious interests may do so in a variety of religious clubs, such as the Christian Association, the Christian Science Organization, the Inter-Varsity Christian Fellowship, Hillel, the Newman Club, Eastern Orthodox, and the Lutheran Forum.

Social events and dances are planned by students through Student Government Committees. The Weekly Calendar lists each week a variety of cultural, educational, and social events.

Responsibility for the administration of the student Honor System rests with the Honor Board. Every student who enrolls at Simmons College agrees to uphold the standards of conduct and integrity stated in the Honor Code, and to accept the regulations imposed by the Honor Board. Each student assumes the responsibility for doing her own work in all phases of the academic program, including the taking of examinations without faculty proctoring. Students also agree to obey the social regulations established by the Student Government, and in matters of health and safety by the administration. It is expected that students will conduct themselves in a manner acceptable to the concept and interpretation of the Honor System.

The House Presidents' Council, the student governing body on the residence campus, formulates campus regulations and coordinates student

activities. The Council works closely with the Dean of the College and with the Director of Students.

The major student publications are *The Simmons News*, the weekly College newspaper; *Potpourri*, the student literary magazine; *Microcosm*, the senior yearbook; and a handbook of information and regulations for students. In addition, the College publishes twice each year *Essays and Studies*, a presentation of distinguished papers written by students in their regular course work. The *Simmons Review*, the quarterly all-College magazine, provides a laboratory experience for seniors in the Department of Publication.

#### **Foreign Students**

Foreign students, as well as all other interested students, are encouraged to become members of the International Student Association of Greater Boston, of which Simmons College is a member, and which maintains a Center at 33 Garden Street, Cambridge. Facilities are provided for social and cultural events for foreign students and their American friends through activities which include teas, lectures, discussion groups, outings, dances, concerts, and hospitality in American homes. Foreign students who arrive in Boston before the College residence halls open may sometimes obtain temporary accommodations through the Center. The Simmons College Alumnae Association provides a host family for each Simmons College student from a foreign country.

#### **Regulations Concerning Student Life**

A student is admitted to Simmons College in the expectation that she will accept and abide by the high standards of conduct and scholarship established by the faculty and administration. The College reserves the right to require any student to withdraw who does not maintain acceptable academic standing. The College also reserves the right to dismiss a student who does not meet the requirements of conduct and order, or whose behavior is inconsistent with the standards of the College.

Attendance is required at all college classes. There are no established penalties for absence, but instructors are expected to take regularity of attendance into account in evaluating the student's achievement. The responsibility for notification of absence rests with the individual student, and she must understand that the instructor is not obligated to grant requests for make-up or supplementary work, regardless of the reason for absence.

College appointments regularly take precedence over all other commitments, including outside employment, between the hours of 8:30 A.M. and 5:30 P.M. from Monday to Friday, inclusive, except on legal holidays. In addition, attendance may be required at class meetings or examinations scheduled at times outside these regular hours; certain class meetings are held after-hours or on Saturdays, and should it be necessary, the semi-annual examination periods may include Saturdays, in which case attendance is required. Because Simmons College is a nonsectarian institution, only legal holidays are recognized as exceptions to the requirements of attendance at class meetings and examinations.

An undergraduate student who withdraws from the College during the academic year must notify the Dean *in advance*. Her withdrawal becomes effective on the date on which the College receives written notification from her parents or guardian.

A student who plans to marry during the college year must notify the Dean *in advance*. The College does not provide housing for married students, and permission to continue in residence following marriage must be secured from the Dean. The student who fails to comply with these regulations may be asked to withdraw from the residence campus.

All undergraduate students who do not live in their own homes or with immediate relatives are expected to live in the College residence halls. Exceptions to this rule may be made only with the *prior* approval of the Dean. Rooms are reserved *for the entire college year*, and any changes in residence during the college year must receive the approval of the Dean *in advance*.

All students who live on campus are expected to eat their meals in Bartol Hall at the regularly scheduled times. No special dietary arrangements are possible without the authorization of the College Physician.

Students may enter the College residence halls the day registration begins, and are expected to leave the day after their final classes or examinations. Exceptions to this rule are made only with the permission of the Dean or of the Director of Students.

All College halls and houses are closed during the Thanksgiving, Christmas, and spring vacations. Resident students are requested to make their plans well in advance for desirable and comfortable living arrangements during these vacation periods.

### **Student Services**

#### **Career Planning and Counseling Center**

The responsibility of the Career Planning and Counseling Center

is to relate academic programs of individual students to their career plans and life plans.

#### **Continuing Education**

The Office of Continuing Education provides help and individual attention to women who have returned to College to study on a part-time basis (see page 33). A series of workshops are held for new students to help them with study techniques and orientation to college work. Throughout the student's college experience, the resources of the Office are available to all Continuing Education Students.

#### **Student Financial Aid**

The Office of Student Financial Aid (see page 36) endeavors, insofar as resources and opportunities permit, to assist students who have clearly demonstrable financial needs. The Office of Student Financial Aid works closely with the Office of Placement.

#### **Placement**

The Placement Office is ready at all times to offer counseling and placement assistance to Simmons undergraduates, graduate students, and alumnae. Applicants may register for part-time employment during the college year, for full-time summer work, or for permanent positions at beginning or advanced levels.

It is the policy of the College to advise a prospective student to undertake part-time employment only after she has demonstrated her ability to carry her academic work successfully.

All students seeking work opportunities should register their qualifications and needs in the Placement Office. Scholarship students are urged to do so and will be given preference for positions within the College. Students in good academic standing may sometimes earn money during the college year by tutoring, assisting laboratory instructors, and by doing clerical work, or helping in the cafeteria, dining hall, or library at the College or other organizations in the area. The Placement Office will assist in securing such part-time work as the city affords (sales, office work, recreation in community centers, babysitting, and so forth), as well as in finding full-time summer employment. Simmons College participates in the Federal College Work-Study Program, which provides additional term-time and summer positions for eligible students.

Qualified students may be granted permission to earn board and room by assisting in some capacity in private families. Such arrange-

ments must be made through the Placement Office. Permission is granted only to those whose health and academic standing have been approved by the College Physician and by the Dean.

Although graduation is of course no guarantee of recommendation, the College makes every effort to assist its graduates in finding satisfying employment. The chairmen of the departments, the faculty, and former employers provide recommendations for the use of the Placement Office in suggesting candidates for permanent positions throughout the United States and abroad.

Everyone interested is invited to make use of the services of the Placement Office for vocational counseling and placement assistance.

A library of career information of various kinds is maintained in the Placement Office. Students may browse at their convenience and learn about career areas and opportunities open to college graduates.

### **Health**

The College conducts a health program intended to make its students physically as well as mentally fit. Two hours a week of physical education are required of all first-year students. In addition, upperclass students are encouraged to participate in such activities of the Department of Physical Education as may interest them. The facilities of the department include two rooms equipped for indoor activities; dressing rooms, showers, and lockers; and an archery range and tennis courts located in the rear of the Main Building. For further information concerning the offerings of the Department of Physical Education, see page 157.

No undergraduate student is permitted to register for a full-time program (twelve semester hours or more) until a satisfactory certificate of health, including reports on certain tests and immunizations, for which the College provides forms, is filed with the College Physician. A student returning to the College after an absence of a semester or more may be required to submit a new health certificate. Any physical handicap should be mentioned in the application for admission and noted on the health certificate, so that any arrangement for special attention may be made prior to college entrance.\*

The staff of the Health Department includes the Director of Health, two other physicians, two consulting psychiatrists, a roentgenologist, an X-ray and laboratory technician, and nurses.

Each young woman who files a health certificate has a conference with and evaluation by the College Physician or one of her assistants, at

\*The student's medical file is available only to the Health Center staff and is the basis for continuing cooperation with her own physician.

the College just before or soon after the beginning of the college year, and whenever thereafter it may seem advisable.

The College physician holds office hours daily in the Health Center, which also houses the Infirmary. The Simmons College Infirmary is licensed by the Commonwealth of Massachusetts Division of Hospital Facilities and is a cooperating member of the Massachusetts Hospital Service (Blue Cross). The nurses at the Infirmary are directly responsible to the physician.

Minor illnesses are treated by the physician in the Infirmary, but students whose illnesses may be severe or prolonged are referred to hospitals or approved physicians in the city. Upon the request of a student's parents, reports of treatments or consultations with the College Physician are sent to the family physician. It is requested that parents do not allow students to return to the College at the end of vacations if they have contracted any contagious disease.\* This includes severe sore throats and any upper respiratory infection in its first three or four days.

The College does not provide medicines, but such vaccinations or inoculations as may be required by the program in which the student is registered will be given without extra cost. Students in the medical technology, basic professional nursing, and physical therapy programs are required to have immunization against smallpox, tetanus, diphtheria, typhoid, paratyphoid, and poliomyelitis. Any necessary diagnostic X-ray work will be done at the Health Center with no additional expense to the student. X-ray examinations which require special apparatus cannot be done at the Health Center and the cost of these must be borne by the student. Routine laboratory tests prescribed by the physician will be done without additional charge. An extra charge will be made for any special chemical and diagnostic tests which must be done in outside laboratories.

The College bears no responsibility for medical care of students during the summer months.

Participation in the Student Accident and Sickness Plan is compulsory for all undergraduate students and for graduate students living in the College residence halls. Other students may enroll on a voluntary basis. This student plan is designed, at this time, to supplement, not replace, the usual comprehensive hospitalization programs carried by most students, since these latter plans do not meet the most frequent student needs—ambulatory consultations, laboratory work, extra infirmary care, etc. Hospitalization in Boston is \$50.00 per day minimum in a ward bed; semiprivate or private care is much more expensive.

\*Unless they are admitted directly into the Infirmary.

**Alumnae Association**

An organization of over sixteen thousand former students, both graduates and non-graduates, the Alumnae Association serves and extends the interests of Simmons College. While continuing the spirit of fellowship among its members and strengthening their relations with the College, the Association works for the educational interests of women. The Alumnae Office is located in the Main College Building. The office of the all-College publication, the *Simmons Review*, is in Lefavour Hall.

**Admission**

A student preparing in secondary school for Simmons should take at least four academic subjects (English, foreign language, social studies, mathematics or science) each year. Prospective students are encouraged to take advanced or accelerated courses when this is possible. The Committee on Admission, in evaluating the high school transcript, takes into consideration the student's program and the level at which courses were studied.

The secondary school is asked for a recommendation for each applicant.

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board are required. These tests provide information about each student's academic potential, and a standard basis for comparison of all candidates. Scores on these tests are used, with the school record and recommendations, to evaluate the applicant's qualifications.

The Committee on Admission gives careful consideration to all available information about each candidate and accepts those who seem best qualified for the work at Simmons College. Since it is necessary to limit the size of the freshman class to between three hundred and three hundred and fifty students, not every candidate who is qualified for admission can be accepted. Most candidates receive decisions in April.

A few qualified applicants are accepted early in the senior year, on the Simmons early-decision plan. If early consideration is requested before November first, early-decision candidates must agree to withdraw applications to all other colleges when the notice of acceptance is received from Simmons College. A student who is accepted early is expected to present in June a final record showing continued satisfactory work.

The procedure for application to Simmons College is as follows:

1. *Application Form.* Each applicant fills out an application form furnished by the Director of Admission and returns it before January

fifteenth with the required application fee of fifteen dollars.

2. *School Record.* The principal of the candidate's secondary school submits a complete transcript of the applicant's record on a form sent *directly to the school* from the College. The record covers grades nine through twelve, and includes the final mark in each subject taken each year, rank in class, results of objective tests of aptitude and achievement where these are available, a statement of graduation, and all data on the school's permanent record that will assist the College in its judgment of the applicant's fitness. When the candidate has studied at more than one school, a transcript of record is required from each school attended.

3. *College Board Tests.* Every applicant for admission is required to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. No specific preparation for these tests is necessary. Information regarding application, fees, and reports; advice to candidates; descriptions of the tests; sample questions; and lists of examination centers, are sent to every candidate requesting an application blank. For this information, write to the College Entrance Examination Board, Post Office Box 592, Princeton, New Jersey 08540; or Post Office Box 1025, Berkeley, California 94701.

The Scholastic Aptitude Test and the Achievement Tests must be taken no later than January of the senior year. Early-decision plan candidates must take all the required tests in the junior year.

Three Achievement Tests must be taken: one in English Composition, and the others selected from two of the following fields: foreign language, history, science, or mathematics. Scores of tests taken earlier than the senior year may be used for admission purposes.

It is the responsibility of the candidate to obtain an application form from the College Board in order to register in advance for the tests. Test scores must be received by the College directly from the College Entrance Examination Board.

4. *Health Certificate.* Each applicant is required to submit a complete certificate of health, including reports on certain tests and immunizations, on a form provided by the College, usually after acceptance. Any physical handicap should be mentioned in the application for admission and noted on the health certificate, so that arrangements for special attention may be made prior to college entrance.

A student may be refused admission, or required to withdraw from the College, if examination reveals a condition of health that, in the opinion of the College authorities, makes it unwise for her to undertake or continue college work.

5. *Personal Interview.* Each applicant must arrange, before March first of the senior year, for a personal interview at the College. Interviews are held Monday through Friday from nine to four; and Saturday from nine to twelve, from October until March. Appointments must be made well in advance. For candidates living at a distance, interviews with alumnae or other qualified persons can usually be arranged.

#### **Advanced Placement**

Academic credit and advanced placement may be granted to students who have completed college-level courses in secondary school and have given evidence of satisfactory achievement by their work in the Advanced Placement examinations of the College Entrance Examination Board. Achievement on Advanced Placement tests is recognized as follows: credit will be given for scores of four and five; credit may be given on recommendation by the chairman of the appropriate department, for the score of three; no credit will normally be given for scores of one or two.

#### **Tuition and Residence Deposits**

A deposit of \$50 is required of all candidates accepted for admission. After the spring meeting of the Committee on Admission, the bill for this deposit is sent to accepted applicants. The deposit is credited on the first bill, but it is forfeited if the student does not register for courses during the year for which she is accepted.

A residence deposit of \$100 is required before a room can be reserved on the College campus. This sum will remain on deposit during the time the student is in residence.\* If notice is received on or before July first that the student does not wish the room, this deposit will be returned. New students (freshmen and transfers) receive the bill for this deposit with the formal notification of acceptance for admission.

#### **Student Financial Aid**

Financial assistance is offered to entering students in the form of scholarships and loans. For information about application for financial aid, turn to page 36.

#### **Advanced Standing**

A few well-qualified applicants who have satisfactorily completed one year or more in approved colleges may be admitted to advanced

\*See page 35.



standing. The number of transfer students accepted is small, and is governed by the limited enrollment in certain departments and by the capacity of the residence halls.

A student whose marks are sufficiently high may be allowed credit for academic subjects that are substantially equal to those offered in the program selected at Simmons College. The amount of credit depends upon the program selected at Simmons and the courses already completed. It is seldom feasible for a student to transfer to the senior class after three years at another college. Applications are accepted for September entrance only. The Committee on Admission considers carefully all available information about each applicant before reaching a decision upon her eligibility.

The procedure for application for transfer to Simmons College is as follows:

1. *Application Form.* Each applicant fills out an application form furnished by the Director of Admission and returns it with the required application fee of fifteen dollars.

2. *School Record.* The principal of the secondary school last attended submits a complete transcript of the applicant's record on a form sent directly from the College.

3. *Scholastic Aptitude Test.* The Scholastic Aptitude Test of the College Entrance Examination Board is required for admission. Scores of tests taken before college entrance may be used. If the test has already been taken, the candidate should request the College Entrance Examination Board (Post Office Box 592, Princeton, New Jersey 08540; or Post Office Box 1025, Berkeley, California 94701) to send the results to the College. If the test has not been taken, it is the responsibility of the candidate to obtain an application form from the College Board in order to register in advance for the test.

If Achievement Tests were taken, scores on these tests should also be sent to the College.

4. *College Record.* The College expects each candidate to present an official transcript of her college record, together with the results of any objective tests of aptitude and achievement that may have been taken at that college. When final marks are available, the applicant must file a supplementary transcript with the usual statement of honorable dismissal.

5. *Dean's Recommendation.* The College asks the Dean of the institution last attended to furnish a confidential report on the personal

qualifications of the applicant for the program selected at Simmons College.

6. *Health Certificate.* Each applicant is required to submit a completed certificate of health, including reports on certain tests and immunizations, on a form provided by the College, usually after acceptance. Any physical handicap should be mentioned in the application for admission and noted on the health certificate, so that arrangements for special attention may be made prior to college entrance.

7. *Personal Interview.* Each applicant should arrange for a personal interview with the Director of Admission. See page 30 for Admission Office hours.

Candidates for transfer to the sophomore class are considered *after* final freshman grades are available in June. Candidates for the junior class are considered in April.

#### **Continuing Education**

In response to an increasing demand in the Boston area, Simmons College is offering its courses to those women who wish to gain further training after a period of interruption in their education. Some women who left college before receiving their degrees now wish to complete work for the baccalaureate degree; others who have undergraduate degrees wish to continue work for advanced degrees or to retrain themselves in a new field. By allowing students to study on a part-time basis, Simmons is able to help them pursue their education while they are still fulfilling their family or vocational commitments.

Women who are considering a continuation of their studies may obtain further information and individual attention in formulating their plans from the Director of the Continuing Education program.

## **Expenses**

The following student budget for the college year is suggested:

	<i>Resident</i>	<i>Commuter</i>
Basic Fee	\$3000	\$1900
Comprehensive fee	80	80
Student Accident and Sickness		
Reimbursement Insurance	33	33
Books, supplies, etc.	150	150
Transportation and lunches		270
	<hr/> \$3263	<hr/> \$2433

Additional expenses, such as travel, recreation, clothing, laundry, and cleaning, rest with the individual student.

The first bill includes one-half of the annual fee (minus the tuition deposit), the first payment of the comprehensive fee, and the Student Accident and Sickness Reimbursement Insurance. The second bill includes the remainder of the annual charge, and the comprehensive fee.

Bills must be paid in advance. Payment of the first bill is due not later than September 1, 1969, and of the second bill, not later than January 15, 1970. For fourth-year students in medical technology and orthoptics, the first payment is due by June 18, 1969. Checks should be made payable to Simmons College and presented at the Comptroller's Office. Registration for any college session will not be complete and classes may not be attended until all charges have been paid.

Those parents and students who desire to pay tuition and other fees in monthly installments may contract with Education Funds Incorporated, 10 Dorrance Street, Providence, Rhode Island 02901, for payment of regular charges. EFI plans include insurance on the life of the parent, total and permanent disability insurance on the parent, plus trust administration in the event of the parent's death or disability. Agreements may be written to cover all costs payable to the College over a four-year period in amounts up to \$14,000.

Since commitments for instruction and other arrangements are necessarily made for the full year in advance, no reduction or rebate of charges can be made in cases of extended absence or of withdrawal during the year. The College reserves the right to change any fees at the end of any term should conditions make it necessary.

#### **Initial Fees**

For information on the *application fee*, and on the *tuition and residence deposits*, see page 30.

#### **Fees for Undergraduates and Students in Diploma Programs**

##### *Annual fee for full-time programs*

Resident students (tuition, room, board)	\$3000
Non-resident students (tuition only)	\$1900

##### *Fees for special full-time programs*

Final half-year in Physical Therapy	
Resident students	\$1120
Non-resident students	\$570

*Partial programs fee*

(fewer than 12 semester hours per half-year)

Per semester hour \$60

**Additional Residence Charges**

Deposit required before a room can be reserved in

the College residence halls \$100

1. If a student has remained in residence until graduation, refund of the entire deposit, minus any outstanding financial obligations, will be mailed within two weeks after Commencement.

2. If a student withdraws from the residence halls at the close of the academic year, and notification is received by the Dean's Office on or before July first of that year, the room deposit entitling her to a room reservation for the ensuing year will be refunded. If notification of withdrawal from the residence halls is received later than July first, the room deposit will be forfeited.

3. If a student withdraws from the residence halls at the close of the first semester or at any other time during the academic year, the room deposit will be forfeited.

4. If a room is not occupied after the second week of the college year, the reservation will be cancelled and the room deposit forfeited unless special arrangements have been made.

*Fee for failure to return room key* \$5

*Fee for any change of room* after the  
assignment of rooms in the spring,

and for an unauthorized room change at any time \$15

*Fee for any change of room* after the  
beginning of the college year \$3

**Comprehensive Fee**

Per semester for all full-time undergraduate students \$40

The comprehensive fee embraces the student activities fee, which contributes to the support of the *Simmons News*, Student Government Association, the various classes, and other student activities; charges for the cost of supplies and materials used in courses; the graduation fee; and the health fee.

The health fee covers the cost of medical examinations and consultations given by the College Physician and her assistants, treatments which may be given by the College nurses, and a maximum of five days of care a year in the College Infirmary (with the exception of medica-

tions) as advised by the physician. Any Infirmary care beyond five days is charged to the student at the rate of \$5 a day. Non-resident students who are confined to the Infirmary are charged for their meals at the current rate established by the dining hall management. A fee of \$2.50 is imposed on any student who fails to notify the Health Center if she is unable to meet an appointment made for her physical examination.

#### **Course Fees**

In certain areas students who are not required to pay a comprehensive fee may be charged individual course fees not to exceed \$40 per semester.

In *Biology 31* and *41* and in all chemistry laboratory courses each student is required to make a deposit against breakage. Any balance remaining after the final check by the chemistry stockroom may be collected at the Comptroller's Office.

Students enrolled in other biology courses will be billed individually for personal breakage of laboratory equipment.

### **Financial Aid**

It is the policy and aim of Simmons College to make its educational opportunities available to as many worthy and promising students as possible who, without such aid, could not meet the full expense of a Simmons education.

Financial aid is offered in the form of scholarships and loans and may be supplemented by part-time employment after the student has demonstrated her ability to carry college work successfully.

Simmons College participates in the College Scholarship Service of the College Entrance Examination Board. Participants in this Service subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The College Scholarship Service assists the College in determining the student's need for financial assistance. All students are required to submit a copy of the Parents' Confidential Statement to the appropriate College Scholarship Service center.

Application forms may be obtained from the Director of Student Financial Aid.

#### **Scholarships for Freshmen**

Scholarship recipients are chosen on the basis of financial need, academic achievement and promise, and personal qualifications. The

number of students selected for awards each year is determined by the funds available and by the financial needs of those applying for aid.

*Freshman Scholarships*, in amounts up to \$2500, are offered by the College for the freshman year. In addition there are

Six Special Scholarships:

*The Simmons College Alumnae Association Scholarship* of \$1900;

*The General Motors Scholarship* of up to \$2000, depending upon individual need;

*Two Agnes M. Lindsay Scholarships* of \$1,000;

*Two Regional Scholarships* of \$1900 for applicants from any state except those of southern New England and New York.

*Alumnae Club Scholarships*, from \$100 to \$900, are offered by Simmons Clubs of the following areas, preferably to entering freshmen from the area:

Arlington-Winchester, Massachusetts	New Haven, Connecticut
Boston, Massachusetts	Newton, Massachusetts
Bridgeport, Connecticut	North Shore, Massachusetts
Cape Cod, Massachusetts	Philadelphia, Pennsylvania
Cleveland, Ohio	Portland, Maine
Fairfield County, Connecticut	Rhode Island
Hartford, Connecticut	Rochester, New York
Long Island, New York	San Francisco, California
Merrimack Valley, Massachusetts	South Shore, Massachusetts
Middlesex, Massachusetts	Wellesley-Needham, Massachusetts
Nashoba Valley, Massachusetts	Westchester County, New York
	Worcester, Massachusetts

*Named Scholarships*, listed on pages 39-43, are in some instances open to freshmen as well as to upperclass students.

*Nursing Scholarships*, in limited number, are offered to well-qualified applicants who plan definitely to enroll in the Department of Nursing.

*Educational Opportunity Grants*, from funds provided by the federal government, are available to qualified high school graduates of *exceptional* financial need and may supplement scholarship or loan assistance to meet a student's need in full.

Annual renewal of financial assistance, through grants or a combination of types of aid, is assured in amounts commensurate with financial need as long as the student applies each year and has academic and personal records that are acceptable to the Committee on Financial Aid. It is expected, however, that the student will be able to assume a greater share of the responsibility for meeting her educational costs each year through increased summer earnings, term-time work, and loan assistance.

Once a student has completed application for financial aid, she is automatically considered for any scholarship for which she is eligible. *It is not necessary to make special application for any one scholarship.*

Notification of scholarship awards will be mailed, insofar as possible, concurrently with admission decisions.

#### **Aid for Transfer Students**

Students transferring to Simmons College from junior or community colleges or from four-year institutions are eligible for gift aid, loans, and work opportunities. Awards will be made on the basis of financial need.

#### **Aid for Students Enrolled in College**

Gift aid in the upperclass years, beyond that committed to the renewal of freshman awards, is limited. The College will make every effort, however, to provide loans and work opportunities for those students needing financial help.

Special Nursing Scholarships, provided by the federal government, are available to students of exceptional need enrolled in the Department of Nursing.

#### **State Scholarship Programs**

Students are urged to investigate their State Scholarship Programs. A number of states, such as Connecticut, Massachusetts, New Jersey, Pennsylvania, and Rhode Island, offer awards which may be used outside the state at the college of the applicant's choice.

#### **Traineeships**

*Physical Therapy Traineeships*, in limited number, are made available through the Rehabilitation Services Administration to full-time students enrolled in the program in physical therapy as juniors and seniors, and to certificate or graduate students, who are interested in future work in rehabilitation of disabled persons.

Application should be made through the Office of Student Financial Aid.

#### **Loans**

The Director of Student Financial Aid will provide information concerning the following loans and the appropriate application forms:

*Simmons College Loans*, which are available from College funds, are to be applied to college charges only.

*National Defense Student Loans*, from funds provided partly by the Congress

of the United States (under the National Defense Education Act of 1958, Title II) and partly by Simmons College, are available to both full- and half-time students who are admitted to one of the regular programs of the College and who show evidence of real need in meeting educational expenses.

*Nursing Student Loans*, from funds provided partly by the Congress of the United States (under the Nurse Training Act of 1964) and partly by Simmons College, are available to full-time students enrolled in the Department of Nursing who are in need of financial assistance to meet educational expenses.

The New England Society in the City of New York makes available to deserving students, especially those of New England birth or ancestry, small temporary loans (not to exceed one college year) to meet emergency personal needs.

*Guaranteed Insured Loans*, authorized by the Higher Education Assistance Act of 1965, are available to both full- and half-time students through private commercial lenders such as banks, credit unions, and savings and loan associations. Pertinent information is obtainable through the participating agencies in the student's *home area*.

### **Part-time Employment**

It is the policy of the College to advise a prospective student to undertake part-time employment only after she has demonstrated her ability to carry academic work successfully.

All students seeking work opportunities should register their qualifications and needs in the Placement Office, where financial aid applicants will be given preference for positions within the College.

### **Named or Endowed Scholarships for Undergraduates**

**Viola Engler Andersen Fund**, to be used for maintaining scholarships at the College.

**Winifred Armstrong Scholarship Fund**,\* for the benefit of a student from Calais, Maine.

**Sarah Louise Arnold Memorial Scholarship Fund**, established by alumnae and friends of Simmons College, for students entering their senior year.

**Smith Tinkham Balkham Scholarship Fund**,\* for the benefit of a graduate of Calais Academy, Calais, Maine.

**Alice Frances Blood Scholarship**, to be awarded preferably to a student in the Department of Home Economics.

**B. Marion Brown Memorial Fund Scholarship**, for a student majoring in science or for one in the Department of Home Economics who is specializing in chemistry.

**Lillian Clark Brown Scholarship Fund**,\* preference being given to a resident of New Britain, Connecticut, in need of financial assistance.

\*Open to all first-year students.

**Bydale Scholarship Fund for Social Science Majors**, for the benefit of one or more qualified students.

**Nellie Parney Carter Scholarship Fund**, to be used for maintaining scholarships in the College.

**Lydia Chace Scholarship Fund**, preferably for undergraduate students in the Department of Home Economics or for students in the School of Social Work.

**Ruth Chapman Memorial Fund**,\* for a worthy student from the City of Portland, Maine.

**Elizabeth Austin Church Scholarship Fund**,\* preferably for a student from Ohio or the Midwest.

**Class of 1910 Memorial Scholarship Fund**,\* to be used for maintaining scholarships in the College.

**Dorothy Cleaveland Scholarship Endowment Fund**, to be used for maintaining scholarships in the College.

**Fannie F. and Alice W. Clement Scholarship Fund**, for a student in the Department of Home Economics.

**Jane Conard Scholarship Fund**, for students in the Department of Home Economics and the School of Library Science.

**Isabella N. Dunton Scholarship Fund**, to be used for maintaining scholarships in the College.

**Nancy Kitfield Ellison Memorial Scholarship Fund**, for a student in the Department of Nursing.

**Alice Ives Gilman Scholarship Fund**, established in memory of the late Miss Gilman, an alumna of the College and a member of the administrative staff.

**Ina M. Granara Scholarship Fund**,\* to benefit a worthy commuting student.

**Sarah E. Guernsey D.A.R. Scholarship Fund**,\* established by the Massachusetts Chapter of the Daughters of the American Revolution in honor of Mrs. Sarah E. Guernsey, a former President-General of the National Society; preference to be given to an orphan of an American soldier.

**Harter Memorial Fund**, for a worthy sophomore or junior who is a student leader.

**Hayes Scholarship Fund**, established by Lawrence W. Hayes, for the benefit of a qualified student.

**Eleanor Hayward Memorial Fund**, for current scholarships.

**Maria Howard Hilliard Memorial Fund Scholarship**, preferably for a student in the Department of Home Economics.

\*Open to first-year students.

**Frances Tufts Hoar Fund**, to be used for maintaining scholarships at the College.

**Lavern Averill Hodgkinson Scholarship Fund**, established by Mr. and Mrs. Harold D. Hodgkinson in memory of his mother.

**Laura Rodman Hoffman Scholarship**,\* established by the members of the South Shore Simmons Club, for current scholarships.

**Home Economics Scholarship Fund**, preferably for juniors or seniors majoring in dietetics.

**Theodora Kimball Hubbard Scholarship Fund**, the income to be used to recognize distinguished scholarship and achievement.

**Sarah Orne Jewett Scholarship Fund**,\* contributed by friends of the late Sarah Orne Jewett, preference to be given to a student from Maine.

**Mary Morton Kehew Scholarship Fund**,\* established as a memorial by the family of the late Mrs. Mary Morton Kehew, for many years a member of the Corporation of Simmons College.

**Bess Loring Memorial Scholarship Fund**,\* to be used for maintaining scholarships at the College.

**J. Robert Maillet Memorial Scholarship**, presented by the Bookbuilders of Boston to an outstanding student in the programs in publication.

**Ellen F. and Ida M. Mason Scholarship Fund**, for needy and deserving students.

**Stella Beal Merwin Scholarship Fund**, preferably for a worthy student who is a resident of the city of Brockton.

**Microcosm Scholarship**, provided from funds accumulated by the successive boards of editors of the *Microcosm*.

**Emily Burns Mitchell Scholarship Fund**,\* preferably for a graduate of Calais Academy and High School, Calais, Maine.

**Evangeline Hall Morris Scholarship Fund**, for a student in the Department of Nursing.

**Frances Rollins Morse Memorial Scholarship Fund**, established by friends of the late Miss Morse, a charter member of the Corporation and for many years a devoted friend of the College and its students.

**I. Gwendolen Morse Scholarship Fund**, to provide scholarships for undergraduates at the College.

**Nellie James Neill Scholarship Fund**, preferably for students engaged in studies in the relation of food to good health.

**Helen R. Norton Scholarship Fund**, for a student in the Prince School Program in Retailing.

\*Open to first-year students.

**Emerette O. Patch Fund,\*** preference being given to applicants who are graduates of the Girls' High School of Boston, or who are graduates of the High School of Lexington, Massachusetts, provided that each applicant from the last-named school shall, at the time of her application, have resided in Lexington for not less than five years immediately preceding.

**Florence Stinchfield Patch Fund,\*** preference to be given to graduates of the High School of Lexington, Massachusetts, provided that each applicant shall, at the time of her application, have resided in Lexington for not less than five years immediately preceding.

**John C. and Harriet W. Phillips Fund,** to be used for maintaining scholarships at the College.

**George Arlon Polsey Memorial Scholarship Fund,** to be used for maintaining scholarships at the College.

**Annis M. Rideout Scholarship Fund,** for needy students.

**Ella J. Rose Scholarship Fund,** for scholarship assistance to Home Economics students.

**Phyllis Dawson Rowe Memorial Scholarship Fund,** for a superior student majoring in dietetics, preferably a junior, in the Department of Home Economics.

**Mrs. Winthrop Sargent Scholarship Fund,** established in memory of the late Mrs. Winthrop Sargent of Boston, for the benefit of students in the Department of Home Economics.

**Sewall Scholarship Fund,** derived from the accumulated fund of the former Boston Cooking School Corporation and available for students in the Department of Home Economics.

**Simmons College Associates' Scholarship,** for the benefit of one or more qualified students.

**Caroline T. Slater Scholarship Fund,** a gift of the trustees of the Andrew C. Slater Fund, preference to be given to a student from Massachusetts.

**Dorothy Spaulding Scholarship Fund,\*** preference to be given to a graduate of Potter Academy, in Sebago, Maine.

**Katharine Lent Stevenson Scholarship Fund,\*** for the benefit of a member of the Woman's Christian Temperance Union, which reserves the right to appoint or approve recipients of the scholarship.

**Mary Bosworth Stocking Fund,** preferably for a student in the Department of Home Economics.

**Student Aid Fund,** to aid needy and deserving students.

\*Open to first-year students.

**Sutter Memorial Scholarship Fund,\*** established in memory of the late Emma M. Sutter.

**Clare L. Sweeney Scholarship Fund,** to aid needy students in the Department of Business Administration.

**Annie Studley Tripp Scholarship Fund,\*** established by Mrs. Tripp, a member of the first graduating class of Simmons College.

**May Alden Ward Memorial Scholarship Fund,** established by various organizations and individuals in memory of the late Mrs. May Alden Ward, preference to be given to a Massachusetts student.

**Helen H. White Scholarship Fund,** to aid needy and deserving students.

**Amasa J. Whiting Scholarship Fund,** to assist in the payment of the tuition of a qualified student.

**Women's Scholarship Association Fund.\*** Scholarships from this Fund are available for the aid of young women in general and Jewish young women in particular. Applicants must reside within a twenty-five mile radius of Boston. Preference is given to students entering the first-year class. The scholarship is awarded to a candidate recommended by the Women's Scholarship Association. Applications should be addressed to Mrs. Louis Kraft, 12 Hillcrest Circle, Waban, Massachusetts.

**Ethel Arnold Wood Scholarship Fund,** preferably for a student from the New Bedford area in the Department of Business.

**Helen Wood Scholarship Fund,** established by the Nurses' Club of Simmons College, to be awarded to an undergraduate student in Nursing who comes recommended by that Department.

**Armenia E. Young Scholarship Fund,** preferably for students in the Department of Nursing whose residence is in New England.

\*Open to first-year students.

## **Degree Requirements**

A candidate for a baccalaureate degree or diploma is expected to complete the work of the program within the normal number of college years. When a student enrolled in a program leading to a degree or diploma withdraws for a length of time which would extend the work of the program to a period longer than normal, the nature and amount of the additional work, if any, required for satisfactory completion of the program will be determined by the faculty or its appropriate committee.

By vote of the Corporation, any outstanding financial obligation to the College must be discharged before a degree or diploma will be granted.

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The Bachelor of Arts degree is the baccalaureate degree awarded students in all concentrations except in the Departments of Biology, Chemistry, Mathematics, and Physics, and in the Health Sciences, where the degree of Bachelor of Science is awarded.

For students qualifying for the award of the baccalaureate degree, the requirements are as follows:

I. All entrance requirements.

II. *English 10 or 11 or the equivalent.*

This requirement is in addition to the distribution requirements and should be completed during the first year.

III. Distribution requirements	24 sem. hrs.
Humanities (Literature, Arts, Philosophy)	8 sem. hrs.
Science and Mathematics	8 sem. hrs.
Social Science and History	8 sem. hrs.
Depth in Arts and Sciences	24 sem. hrs.
Minimal specialization in the field of concentration	20 to 40 sem. hrs.
Individual Study or Senior Seminar	8 sem. hrs.
Electives	32 to 52 sem. hrs.

IV. Competence in a foreign language, to be demonstrated (outside the distribution requirements) in one of these several ways:

1. by successful completion of 8 semester hours of foreign language courses on the second-year or intermediate level;



2. by completion of a foreign language course on the first-year or introductory level with the grade of at least A—\*<sup>2</sup>
3. by passing a proficiency test in a foreign language to be administered at the beginning of the college year and toward the end of each semester;
4. by an appropriate grade in the foreign language proficiency test of the College Entrance Examination Board.

V. Completion of a minimum of 128 semester hours, of which at least 124 must be completed with a passing evaluation.

VI. An applicant for the degree is expected to do her final year of work at the College. Only under exceptional circumstances will this rule be waived.

### **Marks and Valuations**

The evaluations of student work which are given each year, based on class work, examinations, and other course requirements are:

Honors (superior performance characterized by originality and creativity)

Pass (acceptable performance)

Fail (unacceptable performance)

AW (approved withdrawal)

UW (unapproved withdrawal)

RW (required withdrawal)

In the case of failing evaluations, special conditions regarding dependent courses and graduation may be imposed by the faculty. In case any such conditions are imposed, both the student and the parents or guardian are notified. Cases of students who come under consideration for suspension or exclusion are considered by the Administrative Board, which is empowered to make such dispositions as it sees fit, except for exclusion, which must be approved by the faculty.

*Suspension* means that the student may return to the College without formal reapplication after one semester has elapsed.

*Exclusion* means that the student may reapply for admission after at least one semester has elapsed. The following regulation is basic:

Any student who receives two or more Fails in any given semester

\*Beginning with the Class of 1972, it will no longer be possible to demonstrate competence in a foreign language in this manner.

may be suspended or excluded from the College. (In the case of freshmen, informal warnings of present or impending academic difficulty are forwarded to the Registrar by individual faculty members approximately halfway through the first semester at Simmons, at which time counseling and assistance is made available.)

Honors evaluations are attached to those genuinely outstanding performances "characterized by originality and creativity." There are certain situations, e.g., in introductory language courses, in which it may not be immediately obvious that the best performances can be characterized by these terms. In such cases, instructors use their own judgment to establish equivalent measures of excellence.

### **Recognition of Merit**

#### **Honors Programs**

During the transition period (beginning Fall, 1968) from an earlier grading system consisting of twelve steps and their numerical equivalents, the Committee on College Policy will be making adjustments in the requirements for the following awards and programs. Until some data are available from the actual operation of this new system, however, precise and proportionate criteria cannot reliably be established. During this transition period, therefore, students shall be given the benefit of the doubt in every case where there is an ambiguity in any administrative action. Whenever such ambiguities are discovered by a department, the Registrar, the student, or any other agency, they shall be referred to the Administrative Board by the Registrar to be adjudicated in accord with the principle previously stated, and in accord with temporary guidelines.

Requirements for honors programs are:

1. Independent study at an advanced level, as offered in departmental honors programs to the extent of at least 4 semester hours.
2. Satisfactory completion of a thesis, a project, or other investigation approved by the department in which the honors candidate majors.
3. The passing of a suitable comprehensive examination prepared and graded in the department in which the honors candidate majors.

4. Election of the honors program by the student in her junior or senior year, with the approval of the department or departments in which she majors. In the case of interdepartmental majors, approval shall be worked out by the departments involved.
5. Maintenance of the appropriate level of performance required for admission to the program.

If a student either petitions to withdraw from the honors program or fails to maintain the appropriate level of performance, she may be required to take any courses the department considers necessary for completion of the degree.

#### **Degrees with Distinction**

Degrees with distinction are granted to students whose total achievement for four years has certain qualities of excellence. As noted above, suitable criteria will be published as soon as the faculty has sufficient information about the actual operation of the new evaluation system to identify equivalent requirements. The awards are Highest Distinction, High Distinction, and Distinction.

#### **Dean's List**

The Dean's List is compiled at the end of each semester and is composed of the names of students who have attained at least two evaluations of Honors in 4-credit courses in the preceding semester. There may be no Fails.

#### **Academy**

The Academy is the honor society of Simmons College. Students of superior attainment may qualify for admission after completion of a minimum of 96 semester hours, at least 32 of which have been completed at Simmons College.

#### **Awards and Prizes**

**Edward H. Addelson Foreign Study Award**, to a student nominated by the Department of Foreign Languages and Literatures on the basis of scholastic achievement.

**Alumnae Award for Academic Achievement**, to a senior distinguished as to scholarship who comes recommended by the Department in which she is enrolled as the most promising in her chosen field.

**Alumnae Honor Award**, to the senior who most nearly approximates the ideal Simmons student by combining scholarship, participation in student activities, contribution to college life, and general all-round excellence.

**Allen Douglass Bliss Memorial Award**, to that fourth-year student, recommended by the Department of Chemistry, whose academic achievement and promise in the field of chemistry are highest among her classmates specializing in this science.

**Borden Freshman Prize**, established by The Borden Company Foundation, Inc., and awarded annually to that eligible student who has achieved the highest average grade among the members of her class for all college work taken during the freshman year.

**William M. Cavanaugh Memorial Award**, established by the Publicity Club of Boston, and awarded to a junior or senior in the Department of Publication who shows promise in the field of communications.

**Jessie Bancroft Cox Prize in Publication**, to be the senior who in the judgment of the faculty of the Department has demonstrated the greatest professional promise in the field of publication.

**Crown Zellerbach Foundation Award**, to a student who, on the basis of her achievement and promise, is expected to contribute most significantly to society as a whole and to her field of endeavor in particular.

**Danielson Memorial Award**, awarded in the spring to an outstanding resident junior, to be applied to her residence charges for the senior year.

**Beatrice Gannon Award**, to the senior in the Department of Business Administration with the highest scholastic average.

**King C. Gillette Award**, to the graduating senior in the Department of Business Administration who best exhibits those qualities of leadership, scholarship, service, and character which are usually associated with professional and personal success.

**Hodgkinson Achievement Award**, to an outstanding member of the graduating class in the Prince School Program in Retailing.

**Palmer Award**, to the senior who has been a superior student in the humanities and social sciences, and who has made a significant contribution to extracurricular activities in the area of intergroup relations.

**Prince School Founder's Prize**, to the outstanding member of the graduating class in the Prince School Program in Retailing.

**Robert Rankin Award**, to the senior who best displays the qualities of friendliness, understanding, and interest in her fellow men which were evident in Dr. Robert Rankin.

**Helena Rubinstein Scholarships**, for outstanding senior students in the fields of chemistry, business, or retailing administration.

**Marjory Stimson Honors Award**, established by the Nurses' Club of Simmons College in honor of Miss Stimson, for many years a member of the faculty of the Department of Nursing. It is awarded in the fall to a student eligible for the bachelor's degree the following June, who is distinguished as to scholarship and who comes

## 50 *Degree Requirements*

recommended by the Department of Nursing as one of the most promising in her chosen field.

**Teachers' College Book Prize**, to that member of the junior class who displays the most constructive intellectual interest in educational issues.

**Catherine Jones Witton Memorial Award**, to the outstanding senior specializing in biology.



## **Structure of the Educational Program**

Simmons College emphasizes career preparation for women throughout its educational program. Undergraduate career preparation provides both a broad education in the arts and sciences and a specialization in at least one field that relates to the student's career objectives.

### **Individual Program Planning**

The undergraduate curriculum is sufficiently flexible to enable each student to develop a four-year program especially suited to her intellectual interests and career plans. Students certain from the start about their career objectives may select a field of concentration early. Less committed students may explore more than one field of concentration, but all students must make their decision by the end of the sophomore year.

The freshman year is a year devoted on the one hand to helping each student to become better acquainted with herself, her abilities, interests, and values, and on the other to broadening and deepening her intellectual interests. The Center for Career Planning and Counseling conducts a counseling program to help each student reach wise decisions about immediate plans for study and long-range plans for career choice. Faculty advisers assist students in the choice of a field of concentration appropriate to their career objectives and in the planning of a four-year program of academic studies. Freshmen may elect courses from one or more fields of concentration or take courses in one or more of the areas of the distribution requirement (humanities, science and mathematics, and social science and history). Qualified freshmen are able to enroll in advanced courses. A special orientation program designed for first-year students enables them to learn about the relation of academic offerings within the College to future professional opportunities.

To guide students in planning an academic program in pursuit of their goals, the fields of concentration are arranged in six career areas. However, students are encouraged to develop combinations from different areas whenever this is appropriate to their individual objectives.

### **Career Area in Administration and Communication**

<i>Fields of Concentration</i>
Business Administration
Hospital and Health Services
Administration
Retailing Administration*
Finance

### **Career Area in Humanities**

<i>Fields of Concentration</i>
American Studies
English
French
Spanish
History
Philosophy
Art

\*Prince School Program in Retailing

**Administration and Communication  
(Cont'd)**

- Publication
- Consumer Services
- Governmental Affairs

**Career Area in Social Science**

*Fields of Concentration*

- Government
- Economics
- Psychology
- Guidance and Psychometric Work
- Hospital Clinical Research
- Industrial Human Factors
- Research
- Child Development
- Sociology

**Career Area in Science**

*Fields of Concentration*

- Biology
- Chemistry
- Physics
- Mathematics
- Foods and Nutrition

**Career Area in Education**

*Fields of Concentration*

- Secondary School Teaching of English
- French
- Spanish
- History and Social Studies
- Biology
- Chemistry
- Physics
- Mathematics

Elementary School Teaching, with specialization in such core combinations as English-Social Studies or Mathematics-Science

Home Economics Education

**Career Area in Health Services**

*Fields of Concentration*

- Nursing
- Physical Therapy
- Orthoptics
- Medical Technology
- Institution Management and Dietetics

In order to ensure a broad education in the liberal arts and sciences as well as depth of specialization in a particular field related to a career interest, students must take a minimum of 32 courses of *four semester hours each* before they graduate from Simmons. Twelve of the courses should be in the liberal arts and sciences. Half of these are to be chosen from each of the three areas of the distribution requirement: humanities (literature, arts, philosophy); science and mathematics; social science and history.

For further depth in the arts and sciences the remaining six courses may be chosen from all three areas of the distribution requirement, or they may be limited to one or two areas, with the understanding that these courses must be outside the field of concentration which students select. A student is expected to elect five to ten courses in a field of concentration as prescribed by the department of the student's choice. The remaining eight to thirteen courses are free electives to be selected from a student's field of concentration, from the liberal arts and sciences, or from a second field of concentration of interest to the student.

*Distribution Requirements*

- Humanities (Literature, Arts, Philosophy)
- Science and Mathematics
- Social Science and History

6 courses

2 courses

2 courses

2 courses

<i>Depth in arts and sciences</i> to be elected from all three areas or limited to one or two areas	6 courses
<i>Field of Concentration</i>	5-10 courses
<i>Independent Study and/or Senior Seminar</i>	2 courses
<i>Electives</i>	8-13 courses

Eight hours of independent study, senior seminar, or field work are required of seniors. This requirement encourages each student to review in depth the knowledge and basic principles of her field of concentration and to integrate them with her general education in the liberal arts and sciences.

Additional courses are prerequisite to the field of concentration in the sciences, economics, mathematics, psychology, home economics, and health science programs and may be used by the student to fulfill the breadth and depth requirement in the arts and sciences.

In addition to departmental prerequisites and to the requirement of some independent study or the senior seminar, students are also required to demonstrate competence in English and proficiency in a foreign language. Qualified students may satisfy both the literature requirement and the language requirement by electing courses in foreign language at or above the level of *French 28, German 20, Spanish 20, and Russian 20*. However, *English 10 or 11* will not fulfill the requirements in humanities. Students required to take *English 10 or 11* will elect these courses outside the distribution requirement.



## **Fields of Concentration**

### **Departmental Concentrations**

#### **Department of Art and Music**

The Department of Art and Music offers a concentration in art as well as courses in music. The concentration in art includes courses in both the history of art and the practice of art. All students concentrating in art are required to do at least a minimal amount of work in the practice of art.

With rare exceptions, career preparation in art history must be completed in graduate school. A number of institutions, usually large universities, offer specialized training leading to the master's degree and to the doctorate in art history. Further study at graduate school is necessary for careers in teaching at the college or junior college levels, or for a variety of careers in the museum field.

Students desiring more extensive professional education in the practice of art than can be combined with an undergraduate program will normally complete their career preparation in graduate or professional schools. Advanced professional training in the practice of art may lead to careers in a wide variety of fields, such as college teaching, publishing, various types of commercial design, architecture and city planning, ceramics, painting, sculpture, and print-making.

#### **Concentration in Art**

**Requirements.** Students are required to complete 28 semester hours in art history, 4 of which may be replaced by a course in the philosophy of art, distributed as follows:

*At least 4 sem. hrs. in the history of art from:*

<i>Art History 31</i>	Proseminar in Italian Renaissance Art
<i>Art History 33</i>	Proseminar in Nineteenth Century Art
<i>Art History 34</i>	Proseminar in Twentieth Century Art
<i>Art History 35</i>	Proseminar in American Painting
<i>Art History 36</i>	Proseminar in Baroque Art

*At least 4 sem. hrs. in the history of art outside the Western tradition from:*

<i>Art History 22</i>	Arts of the Far East
<i>Art History 28</i>	The Indian Arts of America

It is also required that 8 semester hours be completed in the practice of art.

**Note:** *Art History 20* is not acceptable for credit toward a concentration in art. Students considering art as a concentration should take *Art History 21, 24, or 26* as their first course.

Although there is no strict sequence in which these courses should be taken, it is recommended that 8 semester hours in the practice of art be taken during the second, or at the latest, the third year. A proseminar would normally be preceded by a lecture course in the pertinent period of art history. Individual study courses may be taken by qualified students under the designation *Art 60* (see Individual Study, page 147).

Students planning graduate study in the history of art should acquire a reading knowledge of at least two foreign languages and in choosing electives should place heavy emphasis upon areas such as history and literature, which will provide them with a varied general knowledge of cultural history.

The concentration in art may be combined with a number of other departmental concentrations. A student interested primarily in the history of art might consider a second concentration in English, history, philosophy, French, or Spanish. Students concerned especially with the practice of art may find a profitable second concentration in publication, home economics, or business administration.

### **Department of Biology**

The aims of the biology curriculum are to provide each student with an understanding of vital phenomena and the training necessary to relate these phenomena to the physical world. The outline of study utilizes a physico-chemical-physiological approach. This concentration is either basic for further specialization in biology, or provides an opportunity to combine interdisciplinary areas. The concentration together with electives is intended to prepare the student either for graduate school or for terminal training.

Career opportunities for which a concentration in biology prepares the student are many and quite diverse. Suggested areas of interest might be in chemical, genetic, cellular, or developmental biology. Or it might be in some area of physiology, e.g., general, comparative, or neurophysiology. Morphology and/or ecology may be the prime target. Many fields emphasize microbiology. General requirements for graduate study are provided for by the biology concentration, but for any specific graduate program, the university concerned should be consulted early in the student's career.

Combinations of biology with other concentrations may be planned for specialized areas of graduate education.

**Concentration in Biology**

During the last decade there has been an explosive development of biological knowledge. The biologist is now faced with the task of learning to master disciplines other than his own in order to be in the forefront of any particular specialized field. He must not only try to be knowledgeable in related fields of science but also must attain an awareness of the impact of scientific discovery on the community in which he lives.

There are evidences of trends in biological education along several lines. For example, emphasis may be on molecular structure and functional organization of cellular constituents, and the relation of biology to physics and chemistry, or on evolution, systematic, and population biology. Again, many advances have been made in our understanding of adaptation, functional coordination, and relationships to the behavioral sciences.

The concentration in the Department of Biology has been designed to provide for these trends, and at the same time to offer the flexibility required for election of courses which will contribute to the liberal education of the student. Provision is made for independent study under the guidance of a member of the faculty of the Department. Such study may begin in the third year.

**Requirements.** The normal sequence of required courses is as follows:

<i>Biology 23</i>	Biology of Organisms—Morphology
<i>Biology 24</i>	Biology of Organisms—Physiology
<i>Biology 30</i>	Introduction to Microbiology
<i>Biology 31</i>	Biological Chemistry
<i>Biology 33</i>	Cell Biology
<i>Biology 40a</i>	Experimental Biology
<i>Biology 41a</i>	Intermediary Metabolism
<i>Biology 43</i>	Algae, Fungi, and Protozoa
<i>Biology 65</i>	Individual Study

**Prerequisites.** Since the concentration in biology is based heavily on the related sciences of chemistry, mathematics, and physics, course work in these areas is prerequisite for certain of the courses in biology. During the first two years, the student should take required courses in chemistry (principles, covalent bond, organic, and analytical), as well as mathematics through integral calculus.

**Recommendations.** It is strongly recommended that any student intending to specialize in biology enroll in General Biology (*Biology 10* and *11*), Principles of Chemistry (*Chemistry 12*), and Chemistry of the Covalent Bond (*Chemistry 13*)

in the first year. It is also strongly recommended that a course in statistics be included. For those with specific interests in physiology, a one-year course in general physics is recommended as a minimum.

### **Department of Business Administration**

The Department of Business Administration prepares young women to achieve positions of administrative responsibility in a wide variety of fields.

To direct any type of organization, a leader must be familiar with the principles and practices of organizing human resources for effective behavior, the processes involved in decision making, and the managerial procedures for directing the actual operations. Since middle management or supervisory work is concerned primarily with getting things done through people, the Department stresses human relations, communications, and behavioral aspects of management. Specializations include business administration, retailing, finance, and hospital and health services; other areas can be planned to meet specific needs.

A series of four lectures by outstanding businessmen is given each spring. Students attend at least eight of these before graduation.

Students who plan to enter graduate school will find work in any of the concentrations of the Department a valuable background for further study.

#### **Business Administration**

A student who wishes to make a career of business may prepare for eventual positions of administration in any of the several diverse business fields. The concentration is designed to provide understanding of the environment of business, a knowledge of business organization, an insight into functional problems of business management, and acquaintance with a specialized field of business. This area offers many opportunities for women who wish interim, part-time, or permanent employment in challenging and responsible positions. Through the selection of appropriate elective courses, a student may include study in the fields of advertising, international business, office administration, personnel administration, or other areas.

Graduates hold positions as office managers, administrative assistants, government administrators, property managers, personnel directors, advertising specialists, executive secretaries, bilingual secretaries, and owners and operators of business.

**Concentration in Business Administration**

**Requirements.** The sequence of required courses in the concentration in Business Administration would normally be taken in the following order (exception: selected electives):

<i>Business Administration</i> 27	Administrative Management and Organizational Theory
<i>Business Administration</i> 20	Financial Accounting
<i>Business Administration</i> 36	Analysis of Business Data
<i>Business Administration</i> 56	Personnel Principles and Policies
<i>Business Administration</i> 38	Legal Aspects of Business
<i>Business Administration</i> 34	Communications
<i>Electives:</i>	12 sem. hrs. selected from courses in the Department of Business Administration

Students who elect this concentration must take *Principles of Economics* (*Economics* 21, 22).

The completion of *Organizational Behavior* (*Business Administration* 47) and *Management of Resources* (*Business Administration* 48) fulfills the requirements of the Senior Integrative Seminar.

**Prince School Program in Retailing**

The Prince School Program in Retailing is the outgrowth of a long and interesting educational development, started in 1905 by Mrs. Lucinda Wyman Prince. It is one of the most respected programs for retailing education in the country. The program's concentration consists of courses in retailing, field work, and electives.

The Prince School Program in Retailing prepares students for employment as executives in department stores, specialty stores, and other retail organizations.

Graduates hold positions in all fields of distribution, but especially as training directors, employment managers, fashion coordinators, buyers, merchandise managers, personnel directors, and branch store managers for department and specialty stores, and as owners and managers of small retail shops. Some are employed as teachers of distributive education, and others enroll in graduate schools.

The students visit stores and manufacturing plants in the Boston area; retailing executives visit classes frequently as guest lecturers. A field trip to the New York market is offered in alternate years. Students participate in a six-week field work experience during the first semester of their senior year, at which time they hold positions of responsibility in the field of distribution throughout the country.

**Concentration in Prince School Program in Retailing**

**Requirements.** The sequence of required courses in the concentration in the Prince School Program in Retailing would normally be taken in the following order (exception: selected electives):

<i>Business Administration 27</i>	Administrative Management and Organizational Theory
<i>Business Administration 55</i>	Retailing Principles and Practices
<i>Business Administration 52</i>	Marketing
<i>Business Administration 36</i>	Analysis of Business Data
<i>Business Administration 53</i>	Retail Merchandising
<i>Business Administration 54</i>	Retail Merchandising
<i>Business Administration 56</i>	Personnel Principles and Policies
<i>Business Administration 65</i>	Retailing Seminar
<i>Selected Electives:</i>	
<i>Business Administration 34</i>	8 sem. hrs. from:
<i>Business Administration 63</i>	Communications
<i>Business Administration 67</i>	Marketing Research
	Supervisory Problems in Retailing

Students who elect this concentration must take Principles of Economics (*Economics 21, 22*).

The completion of Organizational Behavior (*Business Administration 47*) fulfills the requirements of the Senior Integrative Seminar.

**Finance**

An interdepartmental concentration in finance is offered cooperatively with the Department of Economics. This concentration offers an integrated approach to the conceptual and operational aspects of business and investment finance, the functions of financial institutions and capital markets, the principles and practices of financial administration, and the economic and legal aspects of financial organizations, business transactions, and related areas.

The concentration is designed to meet the needs of students who wish to go to graduate school, or of those who wish to enter immediate employment upon graduation in commercial, savings, and investment banking, insurance, investment firms, and financial departments of business and non-business organizations, or in financial administration in government.

**Interdepartmental Concentration in Finance**

**Requirements.** The sequence of required courses in the concentration in finance would normally be taken in the following order: (exception: selected electives):

<i>Economics 21, 22</i>	Principles of Economics
<i>Business Administration 20</i>	Financial Accounting
<i>Business Administration 25</i>	Administrative Accounting
<i>Economics 32 or</i>	Economic and Social Statistics or
<i>Business Administration 36</i>	Analysis of Business Data
<i>Business Administration 58</i>	Security Markets and Investments
<i>Business Administration 59</i>	Managerial Finance
<i>Economics 35</i>	Money and Capital Markets
<i>Business Administration 38</i>	Legal Aspects of Business
<i>Selected Electives:</i>	<i>8 sem. hrs. from:</i>
<i>Economics 39</i>	International Economics
<i>Economics 41</i>	Microeconomics
<i>Economics 42</i>	Macroeconomics
<i>Economics 44</i>	Government Regulation of Economic Activity
<i>Economics 45</i>	Economic Development
<i>Government 40</i>	Public Administration
<i>Business Administration 34</i>	Communications

The Senior Integrative Seminar requirement will be satisfied by taking Reading and Research (*Economics 50*) or Seminar in Financial Administration (*Business Administration 62*) and Organizational Behavior (*Business Administration 47*).

**Recommendations.** Students are advised, though not required, to take their depth concentration in mathematics.

#### **Hospital and Health Services Administration**

This concentration provides preparation for a myriad of diverse but interesting and challenging positions in the field of hospital and health services administration. Expansion and rising costs of medical and psychiatric services have created a demand for qualified administrators. The concentration is offered cooperatively with the Department of Nursing and the Department of Home Economics in order to provide an understanding of patient care and dietary needs in addition to administrative proficiency.

Because there are so many administrative units within a hospital, the range of opportunities for which a student may prepare is great. Included are positions, for example, as manager of a specialized department such as physical therapy, x-ray, etc., admissions officer, ward manager (relieving the nurse of administrative responsibilities so she can give more time to patient care), director of volunteer services, manager of housekeeping services, assistant to a general manager, services coordinator, etc. There are also increasing opportunities for administrative positions in nursing

homes, convalescent homes, day-care centers, recuperation centers, out-patient clinics, public health agencies, and others.

#### **Concentration in Hospital and Health Services Administration**

The sequence of required courses in the concentration in Hospital and Health Services Administration would normally be taken in the following order (exception: selected electives):

<i>Business Administration</i> 27	Administrative Management and Organizational Theory
<i>Home Economics</i> 26	Normal and Therapeutic Nutrition
<i>Nursing</i> 10	Society and Health
<i>Home Economics</i> 52	Quantity Food Administration
<i>Nursing</i> 38	Health Services
<i>Biology</i> 21	Microbiology
<i>Selected Electives:</i>	
<i>Business Administration</i> 20	16 sem. hrs. from: Financial Accounting
<i>Business Administration</i> 34	Communications
<i>Business Administration</i> 56	Personnel Principles and Policies
<i>Psychology</i> 40	Social Psychology
<i>Business Administration</i> 36	Analysis of Business Data
<i>Business Administration</i> 38	Legal Aspects of Business

Students will take Organizational Behavior (*Business Administration* 47) and Management of Resources (*Business Administration* 48) to fulfill the requirements of the Senior Integrative Seminar.

Students who elect this concentration must take Principles of Economics (*Economics* 21, 22).

It is assumed students will complete in the freshman year General Chemistry (*Chemistry* 10, 11) or Principles of Chemistry (*Chemistry* 12) and General Biology I (*Biology* 10).

**Recommendations.** Students are advised, though not required, to take their depth requirement in science.

#### **Electives in Management Training**

The Department of Business Administration provides a sequence of electives which may be combined with any professional field in order to provide administrative knowledge and skills necessary for promotion to leadership positions in the field. The work is designed to provide minimal specialization in the basic principles of administration in order to permit a broad background in the disciplines related to the student's field of interest.

The courses in this sequence are Administrative Management and Organizational Theory (*Business Administration* 27), and Organizational

Behavior (*Business Administration 47*). For example, in the area of personnel counseling, the student can add the management training elective to a concentration in psychology. For a career in publishing or home economics, the student adds management subjects to the work in the specialized fields. There are unlimited possibilities for combining management training with any field of interest to improve the professional opportunities of the student.

### **Department of Chemistry**

Chemistry offers opportunities for the study and interpretation of natural phenomena of immense variety, from the apparently simple process of stirring sugar into your morning coffee, to the complex biochemical reactions that enable you to do so.

So many elements of human society are found linked to the disciplines of chemistry that examples of the ways in which an education in chemistry can serve both society and its individual professionals are almost unlimited in number and kind.

It is clear, however, that pressing social issues, such as public health, environmental deterioration, and the famine-overpopulation problem, cannot be solved without attacking their scientific aspects which are, largely, chemical in nature.

Many career opportunities in chemistry and chemically-related fields require only a bachelor's degree, while others require graduate education or professional training beyond the bachelor's level. The concentration in chemistry is designed to open all these possibilities to you.

Opportunities for immediate employment exist in both the educational and experimental areas. The former would include not only teaching, but also library, technical writing, publication, and business specialties. Careers involving design or performance of experimental investigations are found in medical research areas such as cancer chemotherapy, where there is a great demand for personnel, and pharmaceutical studies, which employ persons with the Bachelor of Science degree as members of research teams. Many laboratories engaged in biochemical research and problems in oceanography, air and water pollution, agriculture, pesticides, and plastics are in constant need of college-trained chemists.

Continuing work beyond the bachelor's degree into graduate training amplifies the degree of responsibility which one may assume and offers the opportunity for initiation and leadership of research endeavors.

Students who have developed interest in a special division of chemistry, such as biochemistry, organic, physical, inorganic, or analytical, or combinations of these, such as bio-organic or physical-organic, will probably seek admission to graduate school as the next logical step in becoming expert in such areas.

An undergraduate concentration in chemistry is valuable preparation for graduate studies not only in chemistry, but also in fields such as biochemistry, nutrition, and food technology. The chemistry concentration is also an excellent and appropriate preparation for professional schools of medicine or dentistry, especially with the increasing dependence of medical research and practice on knowledge of living systems at the molecular level. A rewarding program for students interested in science education is an undergraduate concentration in chemistry followed by further professional education leading, for example, to the M.A.T. degree.

Simmons College is included in the list of colleges approved by the American Chemical Society for the undergraduate education of chemists.

### Concentration in Chemistry

**Requirements.** The required courses in chemistry normally completed by the end of the third year are:

<i>Chemistry 14</i>	Organic Chemistry
<i>Chemistry 15</i>	Analysis and Equilibrium
<i>Chemistry 40</i>	The Equilibrium State
<i>Chemistry 41</i>	Structure and Change

Majors are also required to take Undergraduate Research Project (*Chemistry 50*), and to participate in Departmental Seminars.

In addition, at least 8 semester hours will be elected from:

<i>Chemistry 42</i>	Kinetics and Mechanism
<i>Chemistry 44</i>	Organic Analysis
<i>Chemistry 45</i>	Advanced Analytical Chemistry
<i>Chemistry 46</i>	Biochemistry
<i>Chemistry 47</i>	Advanced Inorganic and Radiation Chemistry

**Prerequisites.** A student considering a concentration in chemistry should take Principles of Chemistry (*Chemistry 12*), and Chemistry of the Covalent Bond (*Chemistry 13*), during her first year. By the time a student enrolls in *Chemistry 40*, she should plan to have taken or be taking Calculus III (*Mathematics 24*), and Fundamentals of Classical Physics (*Physics 12* and *13*), which may be used to fulfill part of the Depth in Arts and Sciences.

**Honors in Chemistry.** Candidates for honors in chemistry are expected to fulfill College requirements as designated on page 47.

**Graduate and Professional School Preparation.** For students whose career goals imply further study, a concentration yielding certification by the American Chemical Society is strongly recommended. Fulfillment of these national professional standards requires the inclusion of *Chemistry 45* and *Chemistry 47* in the program plus at least one additional laboratory course.

The Department strongly recommends the study of German or Russian or both. Almost all graduate schools require a reading knowledge of two foreign languages, one of which must be German or Russian. Much of the current foreign scientific literature is in one or the other of these languages; that of the past is predominantly in German. Certification of the degree by the American Chemical Society requires a reading knowledge of scientific German or Russian.

**Interdepartmental Programs.** An undergraduate program in chemistry can be combined with offerings of other departments to provide programs to meet many career goals. Thus, chemistry might be combined with biology or physics to prepare for graduate study, for medical or dental school, or for direct employment. Chemistry alone or with another science can be combined with education to prepare for teaching in secondary school. Chemistry and publication prepare a student for technical writing and for editorial work on chemical journals and textbooks. Combined with philosophy, a student may do graduate work in the philosophy of science. To prepare for scientific literature research, chemistry should be supplemented by study in foreign languages.

Unless specific interdepartmental programs have been formally published, a student should arrange with her adviser to have representatives of both departments discuss with her how a given program might be set up to fit her particular needs.

**Interinstitutional Programs.** As part of the continuing development of a wide variety of advanced courses for upperclass students, an unusually broad spectrum of faculty specialization and the acquisition of heavy instrumentation unusual for schools of their size, the Chemistry Departments of Simmons College and Emmanuel College have interinstitutionalized certain courses as described under the section on Courses of Instruction.

## **Department of Economics**

### **Concentration in Economics**

The concentration in economics prepares students for a variety of positions in government, business, labor organization, and education. It contributes also to an understanding of the economic problems encountered in family living and the ever-present economic problems of contemporary society. The concentration provides adequate background

for graduate work in economics in preparation for both teaching and research.

**Requirements.** Principles of Economics (*Economics 21* and *22*) is basic to all subsequent work in this field and should be taken no later than the second year by students considering specialization in economics. *Economics 32* may be taken prior to or simultaneously with *Economics 21* or *22*, but all other economics courses must follow *Economics 21* and/or *22*. In addition to *Economics 21* and *22*, 32 semester hours of course work in economics are required for the concentration in economics, as follows:

<i>Economics 32</i>	Economic and Social Statistics
<i>Economics 35</i>	Money and Capital Markets
<i>Economics 41</i>	Microeconomics
<i>Economics 42</i>	Macroeconomics
<i>Economics 47</i>	History of Economic Thought

*Economics Electives:* 12 semester hours of additional courses

In addition, students specializing in economics are advised that they must complete 8 semester hours of independent study after consultation with members of the Department.

**Honors in Economics.** Candidates for honors in economics are expected to fulfill College requirements as designated on page 47.

#### **Interdepartmental Concentrations**

Students specializing in economics can frequently profit from the study of related fields, such as history, government, sociology, mathematics, and business. In two such instances, interdepartmental concentrations are available. A concentration in finance is offered cooperatively with the Department of Business Administration and administered by that Department. An interdepartmental concentration in economics and mathematics is offered jointly with the Department of Mathematics and administered by the Department of Economics. These specializations meet the needs of students in economics and business relative to the increasing emphasis on the use of mathematics. For those students with good mathematical aptitude who do not wish to specialize in pure mathematics, the interdepartmental concentration in economics and mathematics provides the opportunity to develop a field of applied mathematics.

#### **Interdepartmental Concentration in Economics and Mathematics**

**Requirements.** Principles of Economics (*Economics 21* and *22*) is basic to all subsequent work in economics and should be taken no later than the second year by all students considering the interdepartmental concentration in economics and mathematics. *Economics 32* may be taken prior to or simultaneously with *Economics 21* or *22*, but all other economics courses must follow *Economics*

21 and/or 22. In addition to *Economics* 21 and 22, students electing this concentration are required to complete 28 semester hours in economics and 24 semester hours in mathematics, as follows:

<b>Economics</b>	
<i>Economics</i> 32	Economic and Social Statistics
<i>Economics</i> 35	Money and Capital Markets
<i>Economics</i> 41	Microeconomics
<i>Economics</i> 42	Macroeconomics
<i>Economics</i> 47	History of Economic Thought
<i>Economics</i> 48	Econometrics

*An additional course in economics or Business Administration 20 or Business Administration 58.*

<b>Mathematics</b>	
<i>Mathematics</i> 01	Introductory Statistics
<i>Mathematics</i> 10	Calculus I
<i>Mathematics</i> 11	Calculus II
<i>Mathematics</i> 02	Finite Mathematics
<i>Mathematics</i> 22	Linear Algebra

*And at least one of the following:*

<i>Mathematics</i> 24	Calculus III
<i>Mathematics</i> 30	Probability and Statistics I
<i>Mathematics</i> 41	Numerical Methods

### **Interdepartmental Concentration in Finance**

For details of the requirements for the interdepartmental concentration in finance, see the concentration listed under the Department of Business Administration, page 59.

### **Department of Education**

The Department of Education offers concentrations to prepare students for either elementary or secondary school teaching. Each of the two education concentrations, in conjunction with related departmental or interdepartmental concentrations, will meet the requirements for teacher certification in the Commonwealth of Massachusetts and in most other states. Moreover, these concentrations will ordinarily prepare the student for graduate work leading to the master's degree in education or in a specific subject-matter field such as English, French, Spanish, or history.

**Concentration in Elementary School Education**

**Requirements.** For elementary school education the 32 semester hours of required courses are normally taken in the following order:

<i>Education 120</i>	Historical and Philosophical Backgrounds of Education
<i>Psychology 35 or Home Economics 35</i>	Developmental Psychology Child and Adolescent Growth and Development
<i>Education 136</i>	Curriculum and Methods in the Elementary School Teaching of Reading and Language Arts
<i>Education 137</i>	Curriculum and Methods in the Elementary School Teaching of Mathematics and Science
<i>Education 138a</i>	The Nature of Elementary Classroom Teaching and the Social Studies Curriculum
<i>Education 138b</i>	Curriculum and Methods in the Elementary School Teaching of Art, Music, and Physical Education
<i>Education 141</i>	Student Teaching: Elementary Education A non-credit senior seminar is required in conjunction with <i>Education 141</i> .

The concentration in elementary education must be combined with an interdepartmental concentration in one of the following specializations or in other specializations which may be arranged. The other specializations may include combinations with such subjects as art, music, foreign languages, home economics, or psychology.

**The English-Social Studies Concentration**

Students electing this concentration are required to complete 24 semester hours in English and 16 semester hours in social studies.

**English**

*At least 8 semester hours in American literature from:*

<i>English 20a</i>	American Writers, 1620–1865
<i>English 20b</i>	American Writers, 1865–1900
<i>English 25</i>	American Literature and Thought in the Twentieth Century
<i>English 26</i>	Modern American Fiction
or the equivalent	

**English Electives:** 16 sem. hrs., including at least 4 sem hrs. of poetry

**Social Studies**

*At least 8 semester hours in American History*

**Electives:** 8 sem. hrs., including one course in European history and one course in government or sociology

**The Social Studies-English Concentration**

Students electing this concentration are required to complete 24 semester hours in social studies and 16 semester hours in English.

**Social Studies**

*At least 8 semester hours in American History*

**Social Studies Electives:** 16 sem. hrs.

**English**

**English Electives:** 16 sem. hrs. in at least two of the following areas: poetry, drama, the novel, American literature, or language

**The Mathematics-Science Concentration**

Students electing this concentration are required to complete 36 semester hours in mathematics and science.

**Mathematics and Science**

*Mathematics 10, 11*

Calculus I, II

*Mathematics 02*

Finite Mathematics

*Biology 10, 11*

General Biology I, II

*Chemistry 10, 11 or*

General Chemistry

*Chemistry 12, 13 or*

Principles of Chemistry, Chemistry of the Covalent Bond

*Physics 10, 11 or*

Introductory Physics

*Physics 12, 13*

Fundamentals of Classical Physics

**Electives:**

8 sem. hrs. in mathematics or science

**Concentration in Secondary School Education**

**Requirements.** For secondary school education the 28 semester hours of required courses are normally taken in the following order:

<i>Education 120</i>	Historical and Philosophical Backgrounds of Education
<i>Psychology 36</i>	Psychology of Adolescence
<i>Education 130</i>	The Nature of Classroom Teaching: Secondary Education
<i>Education 132</i> or	Curriculum and Methods in the Secondary School Teaching of English
<i>Education 133</i> or	Curriculum and Methods in the Secondary School Teaching of Modern Language
<i>Education 134</i> or	Curriculum and Methods in the Secondary School Teaching of History and Social Studies
<i>Education 135</i>	Curriculum and Methods in the Secondary School Teaching of Science and Mathematics
<i>Education 139</i>	Seminar in Teaching Methods
<i>Education 140</i>	Student Teaching: Secondary Education A non-credit senior seminar is required in conjunction with <i>Education 140</i> .

The concentration in secondary education must be combined with a departmental concentration in English, French, Spanish, history, chemistry, biology, physics, or mathematics or with an interdepartmental concentration such as American Studies. (The requirements for each of these concentrations are stated elsewhere in this catalogue under the appropriate department. For students preparing to teach mathematics, biology, chemistry, or physics, the education concentration may be combined with *appropriate parts* of the subject-matter concentration.)

### **Department of English**

Concentrations in English, leading to the baccalaureate degree, are offered either independently or in combination with concentrations in certain related subjects. The concentration in English can be advantageously combined with concentration in such subjects as history, language, art, or education. Ordinarily the English concentration will allow the student to take graduate work leading to the Master of Arts in Teaching or some similar master's degree for which an honors curriculum in English is not required. Those who intend to prepare for the master's or the doctor's degree in English should take an honors curriculum. The non-credit senior seminar in English is open to all students intending graduate study and is required of all honors students.

**Concentration in English****Requirements.** 36 semester hours distributed as follows:

<i>English 35</i> or	Shakespeare
<i>English 135</i>	Studies in Shakespeare
	<i>At least 4 sem. hrs. in nineteenth-century English literature from:</i>
<i>English 21</i>	English Literature of the Nineteenth Century
<i>English 80</i>	Nineteenth-Century English and Continental Poetry
<i>English 122</i>	Problems in English Literature of the Nineteenth Century
<i>English 123</i>	English Literature 1875–1939
<i>English 125</i>	Romantic Literature
<i>English 126</i>	Realism and Naturalism
<i>English 170</i>	Symbolism
<i>English 176</i>	Masterworks of Victorian Fiction
	<i>At least 4 sem. hrs. in American literature from:</i>
<i>English 20a</i>	American Writers, 1620–1865
<i>English 20b</i>	American Writers, 1865–1900
or the equivalent	
	<i>8 sem. hrs. from:</i>
<i>English 145</i>	Chaucer
<i>English 144</i>	Renaissance Drama and Poetry
<i>English 33</i>	English Literature and Society in the Age of Donne and Milton
<i>English 171</i>	Milton
<i>English 34</i> or	English Literature and Society in the Age of Enlightenment
<i>English 134</i>	Swift, Pope, and Johnson
<i>English Electives:</i>	<i>16 sem. hrs.</i>

All students specializing in English are required to elect in consultation with the Department at least 8 semester hours of courses sufficiently advanced to enable the student to satisfy the requirement for independent study.

**Recommendations.** Students concentrating in English should have a competent reading knowledge of at least one foreign language and also a supporting knowledge of history. At least 8 semester hours of a foreign language at or above the intermediate level are expected and at least 8 semester hours of history, government, art, music, philosophy, or social science above the level of first-year courses.

**Honors in English.** Candidates for honors in English are expected to fulfill College requirements as designated on page 47.

Honors in English requires of candidates at least 36 semester hours in courses as listed above plus:

<i>English 65</i>	Directed Study: Senior Thesis
<i>English Electives:</i>	<i>8 sem. hrs.</i>
The non-credit senior seminar in English	

Candidates for honors should elect 8 semester hours of foreign language *above* the intermediate level and 20 semester hours in distribution in a second language, history, government, philosophy, art or music, or the social sciences.

Students intending to continue their specialization in English on the graduate level will find it advisable to take an honors program. Attention is called to the concentration in American Studies. (See page 93.)

**Integrated Four-Year Curriculum for the Concurrent  
Bachelor's-Master's Concentration in English**

This curriculum is available to students who enter with considerable Advanced-Placement credit and thus qualify for an accelerated curriculum to be completed in four years. Most of these students will take a five-course program part of the time. Adjustments will be necessary on an individual basis depending on the quality and amount of Advanced-Placement credit. Other students may wish to take the honors curriculum in English and then proceed to a fifth year here for the Master of Arts degree. In these latter cases, the requirements for the regular master's in English, with appropriate adjustments to the student's undergraduate curriculum, will apply.

**Requirements.** The integrated bachelor's-master's four-year curriculum will require a total of 160 semester hours of work (towards which certain Advanced-Placement pre-matriculation courses may be credited). Upon the satisfactory completion of the requirements both degrees will be granted at the same time. The program includes:

<i>English 34 or</i>	English Literature and Society in the Age of Enlightenment
<i>English 134</i>	Swift, Pope, and Johnson
<i>English 35 or</i>	Shakespeare
<i>English 135</i>	Studies in Shakespeare
<i>English 145</i>	Chaucer
<i>At least 4 sem. hrs. of nineteenth-century English literature from:</i>	
<i>English 21</i>	English Literature of the Nineteenth Century

<i>English 122</i>	Problems in English Literature of the Nineteenth Century
<i>English 123</i>	English Literature 1875–1939
<i>English 125</i>	Romantic Literature
<i>English 126</i>	Realism and Naturalism
<i>English 170</i>	Symbolism
	<i>At least 4 sem. hrs. in American literature from:</i>
<i>English 20a</i>	American Writers, 1620–1865
<i>English 20b</i>	American Writers, 1865–1900
or the equivalent	
	<i>4 sem. hrs. in seventeenth-century English literature from:</i>
<i>English 33</i>	English Literature and Society in the Age of Donne and Milton
or	Milton
<i>English 171</i>	
	<i>8 sem. hrs. in courses suitable for master's candidates, such as:</i>
<i>English 144</i>	Renaissance Drama and Poetry
<i>English 183</i>	Criticism
<i>English 175</i>	Special Studies in Literature and Music
	<i>8 sem. hrs. in courses in genres: poetry, novel, and drama</i>
<i>English 65</i>	Directed Study: Senior Thesis
	The non-credit senior seminar
	Oral examination on history of English literature
	Written examination in area of student's specialization
Candidates should elect:	
	<i>At least 8 semester hours in a foreign language above the intermediate level</i>
	At least 20 hours of distribution in courses in the humanities so planned as to constitute a minor in such areas as history, government, the social sciences, art, philosophy, or music.

During the third year the student will elect some area of special interest in which she will do her thesis and take whatever courses seem most directly relevant to this interest. The most appropriate fields for this special interest may be in some period or author or in areas like American Studies, criticism, and the relations between literature and the arts—that is, areas that are suitable in the regular master's curriculum.



**Department of Foreign Languages and Literatures**

Courses are offered in French, German, Russian, and Spanish, at different levels, to enable the student to strengthen her command of languages already studied or to begin the study of an additional foreign language. These courses are planned so that the student learns to speak and understand, as well as to read and write, with increasing facility and accuracy. As a student becomes familiar with a particular language, an understanding of the nature of language in general is developed. By studying literary works in the original language, students acquire an ability to read with enjoyment and full comprehension. Also, students develop knowledge of the intellectual and social history of the people who speak the language. Moreover, the knowledge and experience obtained in the critical reading of the major works of foreign literature permanently extend the range of a student's resources in the humanities and provide a means and taste for developing them further.

A student may elect courses in foreign language and literature as part of her liberal education or she may select foreign language as her field of concentration with some career objective in mind. A student may combine the special study of foreign language with diverse fields of concentration in the several career areas, for example: in the social sciences or science, in the various fields within social sciences, or business administration, or in other fields within the humanities. If a student wishes to teach foreign languages in secondary schools, she may combine the concentration in French or Spanish with the appropriate concentration in education. It is also possible to combine work in foreign languages with the concentration in elementary education. A concentration in French or Spanish when combined with a concentration in the humanities or social sciences may prepare the student for such careers as government service at home or abroad, employment as a translator for publishers or international agencies, or for graduate study.

Students who wish to study or work abroad must achieve competence in all basic language skills. Students planning for further study in graduate school need to acquire reading proficiency in one or more languages to fulfill the requirements of many graduate programs.

Placement of students who have not studied foreign languages at Simmons College is determined on the basis of tests given by the Department.

**Concentration in French**

**Requirements.** 36 semester hours distributed among the following courses in language and literature, to be selected *after consultation with the departmental adviser.*

<i>French 31, 32</i>	Major French Writers
<i>French 33</i>	Spoken French
<i>French 30, 34</i>	Conversation and Composition
<i>French 35</i>	French Civilization
<i>French 36</i>	French Linguistics
<i>French 137</i>	Stylistics
<i>French 140</i>	Advanced Conversation and Composition
<i>French 141</i>	French Literature of the Middle Ages
<i>French 142</i>	French Literature of the Renaissance
<i>French 143</i>	The Age of Classicism
<i>French 144</i>	The Age of Enlightenment
<i>French 145</i>	The Theater of the Eighteenth and Nineteenth Centuries
<i>French 146</i>	The Nineteenth-Century Novel
<i>French 147</i>	Romantic Poetry
<i>French 148</i>	Symbolist Poetry
<i>French 149</i>	Modern Poetry and Theater
<i>French 150</i>	The Modern Novel
<i>French 151</i>	Gide, Sartre, Camus

**Recommendations.** Proficiency in a second foreign language beyond the intermediate level is strongly recommended for all French majors.

**Honors in French.** Candidates for honors in French are expected to fulfill College requirements as designated on page 47.

*French 65* Directed Study: Senior Thesis

### Concentration in Spanish

**Requirements.** 36 semester hours distributed among the following courses in language and literature, to be selected *after consultation with the departmental adviser*.

<i>Spanish 30</i>	Composition and Advanced Conversation
<i>Spanish 31, 32</i>	Literature of the Spanish People
<i>Spanish 33</i>	Spoken Spanish
<i>Spanish 35</i>	The Writer and Society in Contemporary Hispanic America
<i>Spanish 37</i>	Spanish Drama from Lope to Lorca
<i>Spanish 140</i>	Advanced Composition and Conversation
<i>Spanish 141</i>	History of the Spanish Language
<i>Spanish 144</i>	Seminar in Spanish
<i>Spanish 145</i>	General View of Spanish Cultural History
<i>Spanish 146</i>	Hispanic American Cultural History
<i>Spanish 147</i>	Stylistics
<i>Spanish 148</i>	Contemporary Spanish Poetry

<i>Spanish 151</i>	Structure of the Spanish Language
<i>Spanish 154</i>	Contemporary Hispanic American Poetry
<i>Spanish 155</i>	Cervantes

**Recommendations.** Proficiency in a second modern foreign language beyond the intermediate level is strongly recommended.

**Honors in Spanish.** Candidates for honors in Spanish are expected to fulfill College requirements as designated on page 47.

*Spanish 65*   Directed Study: Senior Thesis

### **Department of Government**

The departmental requirements in government provide the student with a grounding in political theory and in comparative and American government and allow a student to choose eight more semester hours in the concentration, depending on the special interest. In addition, the requirement of a basic course in economics and a course in statistics is deemed essential for an understanding of modern governmental problems. Students with such a preparation can avail themselves of the numerous opportunities for governmental service at the federal, state, and local levels by the taking and passing of qualifying examinations administered by the various governments. Graduate work in government, for which this concentration is a preparation, usually involves a specialty in one particular area of government and, depending on the graduate school, a reading knowledge of two modern languages.

Students specializing in government are eligible to be considered for attendance at the "Washington Semester" of The American University in Washington, D.C. All juniors are eligible, but since the Simmons College quota is two, the Department naturally wishes to send its best-qualified students. Qualified juniors may study government, public affairs, and international relations for one semester with a group of students selected from participating colleges all over the country. The program consists of a seminar, which meets weekly to question government officials and to discuss previous meetings; a project, begun before the Washington Semester, in the form of a supervised individual study utilizing the research facilities and personal contacts uniquely available in Washington; and two or three courses selected in advance to supplement the student's program at Simmons College. Ordinarily the student will attend American University in the first semester of the junior year; and must discuss plans for the Washington Semester with the adviser.

early in the sophomore year. This plan is a unique one since it provides students with an opportunity both to obtain practical experience in government and to complete a major project.

Students in the Department are encouraged to undertake research projects based on work experiences in governmental offices at the national, state, or urban level, either during the summer or regular term time. These experiences become the basis for fulfilling the requirement of independent study, and students are encouraged to select their courses in anticipation of this independent work. It should be noted that the Department encourages students to engage in research, if possible, in a foreign country and hence develop a project involving comparative governmental studies.

#### **Concentration in Government**

**Requirements.** The requirements of the concentration in government have been kept to a minimum so that students may take courses in other areas of interest. Students interested in a career in the social sciences either in government or in teaching at any level are advised to elect at least one course in each of the other social sciences in addition to government.

<i>Government 21 or</i>	Government in the United States—Federal System
<i>Government 22</i>	Government in the United States—Metropolitan and Regional Politics
<i>Government 23 or</i>	Classical and Early Modern Political Theory
<i>Government 24</i>	Political Theory During the Last Two Centuries
<i>Government 30 or</i>	Governments in the Modern World—European
<i>Government 31</i>	Governments in the Modern World—Asian and African
<i>Economics 21, 22</i>	Principles of Economics
<i>Mathematics 01</i>	Introductory Statistics
<i>Government Electives:</i>	<i>8 sem. hrs.</i>

The degree requirement of 8 hours independent study or senior seminar may be met by *Government 43*, any seminar offered by the Department or independent study, or an appropriate seminar in another department approved by the Department of Government. These 8 hours are in addition to the 20 hours required in government.

**Honors in Government.** An honors program is offered to qualified students who fulfill the College requirements as designated on page 47.

In addition to the courses listed above, an honors candidate is also required to complete satisfactorily:

*Government 65*    Directed Study: Senior Thesis  
*Government Electives:*    *4 sem. hrs. in political theory*

### **Department of History**

The Department of History offers a range of courses intended for students who concentrate in historical studies and also for students who wish to include a sequence of history courses as part of their liberal education.

Students concentrating in history may prepare for a variety of careers, as teachers, reference librarians, archival researchers, professional historians, lawyers, or foreign service officials. Many of these professional activities presuppose further study in graduate school, but others can be entered directly upon receipt of a bachelor's degree. The course offerings described below provide sufficient choices for a variety of specializations within the field of history and for continued study at graduate school.

Although registration in certain courses is limited, all advanced courses are open to properly qualified undergraduates. Graduate students may, under advisement, elect any courses needed to supplement or consolidate their undergraduate curriculum, but courses numbered in the hundreds are especially suitable for master's candidates.

#### **Concentration in History**

Students electing this concentration are required to complete 28 semester hours in history courses.\* In addition they must fulfill the collegiate requirement of 8 semester hours of independent study. As the Department of History administers this latter requirement, it is possible that 4 of the 8 hours may also apply toward fulfillment of the 28-hour concentration requirement. Within the 28 hours of the concentration, students should establish an area of some depth in either American or European History. Such a depth is defined as 16 hours. In summary, the requirements appear as follows:

#### **Requirements.**

8 semester hours of American History

8 semester hours of Modern European History (i.e., excluding Ancient and Medieval)

4 semester hours of Ancient or Medieval History

\*With the consent of the Department certain courses offered by other departments of instruction and other colleges may be counted toward fulfillment of any departmental requirement. In particular, students should consult the catalogue of Emmanuel College for courses which may be acceptable in their programs.

8 semester hours of history to complete the departmental requirement of depth in an area of history

**Independent Study** (and/or integrative seminar)

8 semester hours (of which 4 may also serve in the fulfillment of the depth-in-history requirement)

Ordinarily this requirement is fulfilled by concentrators with

1. *History 198* (Historiography) 4 semester hours
2. and another history course bearing a numerical designation of 100 or more.

At least one of these courses must be taken during the student's senior year.

Students must declare how they will fulfill this requirement before the end of their next to last year.

For the purpose of this requirement, "60 courses" (see page 147) *may*, with the Department's permission, and *History 65* will be counted as if they were designated with 100 or more.

**Recommendations.** Students concentrating in history should develop a competent reading knowledge of at least one foreign language and preferably two foreign languages if they plan further study at graduate school.

**Honors in History.** An honors program is offered to qualified students who fulfill the College requirements as designated on page 47.

An honors candidate is also required to complete satisfactorily: Directed Study: Senior Thesis (*History 65*).

The honors program, although open to any qualified student who has completed the field of concentration in history, is specially recommended to students who intend to pursue their study of history, or of a related subject, in graduate school.

**Interdepartmental Concentrations.** Students who wish to arrange interdepartmental concentrations may, after consultation with their advisers, combine a sequence of history courses with those in other fields. One such combination is the American Studies concentration drawing upon American history and literature as well as government and art history. Similarly, a concentration in European Studies could be worked out from the offerings of, among others, the Departments of History, English, Foreign Languages and Literatures, and Philosophy. In addition, the Department of History and the Department of Education administer jointly combined fields of concentration. Students electing these fields can prepare for the teaching of history or social studies in secondary or elementary schools.

**Department of Home Economics**

The Department of Home Economics offers undergraduate concentrations in preparation for the wide variety of interesting and challenging positions open to the college graduate professionally trained in home economics, or for graduate work in any of the areas of home economics. Students who are interested in teaching, in extension or 4-H Club work, in the business field, or in graduate study in home economics education or in clothing and textiles, are advised to follow the concentration in home economics education and consumer services. Those who wish to work with young children in nursery schools or in day-care centers, or who expect to pursue graduate study in child development, should follow the concentration in child development. Well-qualified students enrolled in either of the foregoing concentrations may spend one semester of the junior or senior year in intensive study of human development at The Merrill-Palmer Institute in Detroit. The concentration in institution management, dietetics, and foods and nutrition is planned for students who are interested in the profession of dietetics, in the field of public health nutrition, or in graduate study in foods and nutrition.

Students who pursue any one of the concentrations in home economics may combine it with a meaningful sequence of courses in any other area of study offered in the College. For example, a concentration in home economics may be combined with courses in art, business administration, economics, education, modern language, philosophy, psychology, publication, science, or sociology, or combinations of several of these. Those who are interested in working in other countries, particularly in the developing countries of the world, should consider the need for fluency in at least one language other than English.

Graduate study in one or more of the subject-matter fields in home economics is required for teaching in junior and senior colleges. Students interested in college teaching may prepare for graduate school by following any one of the undergraduate concentrations in the Department of Home Economics, depending on their subject-matter interest.

**Concentrations in Home Economics**

The courses in the concentrations in home economics are listed according to their normal sequence.

**Concentration in Home Economics Education and Consumer Services Requirements.**

<i>Home Economics 23</i>	Foods
<i>Home Economics 20</i>	Clothing

<i>Home Economics</i> 35	Child and Adolescent Growth and Development
<i>Home Economics</i> 30 or <i>Home Economics</i> 33	Tailoring
<i>Home Economics</i> 34	Advanced Foods
<i>Home Economics</i> 21	Home Management
<i>Home Economics</i> 25	Textiles
<i>Home Economics</i> 47	Nutrition
<i>Home Economics</i> 57	Consumer Education
	Family Relations

**Required Individual Study.** For students wishing to qualify as teachers of home economics, or for 4-H Club or extension service programs:

<i>Home Economics</i> 55	Student Teaching and Individual Study in Home Economics
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For students interested in careers as home economists in business:

<i>Home Economics</i> 59	Individual Study in Home Economics
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**Prerequisite.** The concentration in home economics education and consumer services assumes completion of at least one semester of general biology and one year of general chemistry.

**Recommendations.** A student who wishes to qualify for teaching home economics in junior or senior high school is advised to complete at least 4 semester hours in psychology; and at least 6 semester hours in education, of which 4 shall be Curriculum and Methods in the Teaching of Home Economics (*Home Economics* 54). Additional courses in education may be necessary in order to meet certification requirements in some states. It is recommended that electives include Field Experience in Home Economics Education (*Home Economics* 36) and study in art and design.

The student interested in either 4-H Club work or the adult program of the extension service should follow this concentration, including the recommended study in chemistry, biology, psychology, and education. Consideration should be given to electives in art and design, house planning, and demonstration techniques.

Those who are interested in careers as home economists in business—with advertising agencies, magazines and newspapers, equipment, food, and utility companies, and test kitchens—may combine the concentration in home economics education and consumer services with courses in business administration, publication, and chemistry. Election of 8 to 12 semester hours in one or more of these subject-matter areas is recommended. In addition, consideration should be given to electives in art and design, economics, demonstration techniques, and experimental foods.

**Concentration in Child Development**

Students who complete this concentration are prepared to work with young children in many diverse situations. These include public and private preschool programs, hospital recreation programs, day-care centers, government-sponsored and community-action programs in urban areas, and, with advanced study, work with children who have special needs, such as the emotionally disturbed, handicapped, and retarded.

Students who are interested in teaching in public kindergarten may combine this concentration with courses in elementary education, or they may combine a concentration in elementary education with courses in child development. Student teaching experience in nursery school and in public kindergarten is arranged cooperatively by the Departments of Education and Home Economics.

**Requirements.**

<i>Home Economics</i> 23	Foods
<i>Home Economics</i> 22	Design
<i>Home Economics</i> 35	Child and Adolescent Growth and Development
<i>Home Economics</i> 38	Early Childhood Programs: Methods and Materials
<i>Home Economics</i> 25	Nutrition
<i>Home Economics</i> 57	Family Relations
<i>Required Seminar:</i> <i>Home Economics</i> 49	Field Experience and Seminar in Child Development

**Prerequisite.** The concentration in child development assumes completion of at least one semester of general biology.

**Recommendations.** It is recommended that students in this concentration elect Field Experience in Home Economics Education (*Home Economics* 36), Children's Books and Periodicals (*Publication* 38), and 16 to 20 semester hours in psychology and sociology.

**Concentration in Institution Management, Dietetics, and Foods and Nutrition**

Career opportunities in dietetics include positions in hospitals, out-patient clinics, city and state health departments, schools of nursing (teaching nutrition), college and school food service, and industrial and commercial organizations.

Positions in business, laboratories, public health agencies, and the extension services, are available to the young woman whose undergraduate preparation has emphasized foods, nutrition, and the biological sciences. In some cases, a year of graduate study is required in order to become qualified for these fields.

**Requirements.**

<i>Home Economics 23</i>	Foods
<i>Home Economics 33</i>	Advanced Foods
<i>Home Economics 25</i>	Nutrition
<i>Home Economics 45</i>	Advanced Nutrition
<i>Home Economics 43</i>	Experimental Foods
<i>Home Economics 46</i>	Therapeutic Nutrition

**Required Individual Study or Seminar.** For students preparing for careers in institution management and dietetics:

<i>Home Economics 62</i>	Seminar in Normal and Therapeutic Nutrition
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For students preparing for careers in other areas of foods and nutrition:

<i>Home Economics 59</i>	Individual Study in Home Economics
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**Prerequisite.** The concentration in institution management, dietetics, and foods and nutrition assumes completion of at least one semester of general biology and one year of chemistry.

**Recommendations.** In addition, in order to meet the requirements for a dietetic internship and to satisfy the academic requirements for membership in The American Dietetic Association, a prerequisite for many positions in the field of dietetics, the student should complete 12 semester hours of chemistry, including general, organic, and biochemistry; 4 semester hours each of physiology and microbiology; 8 to 12 semester hours of business administration; Historical and Philosophical Backgrounds of Education (*Education 120*) or Seminar in Teaching Methods (*Education 139*); and Quantity Food Administration (*Home Economics 52*).

The student interested in a career in other areas of foods and nutrition should include in her program at least 12 semester hours of chemistry, including general, organic, and biochemistry, and 12 semester hours of biology; and is advised to elect a course in demonstration techniques. Those who are interested in preparing for the field of public health nutrition may combine this concentration with courses in chemistry, biology, mathematics and/or physics. The selection of such courses will depend on the particular interest of the student. It is recommended, also, that Introduction to Public Health Nutrition (*Home Economics 56*) be elected.

**Department of Mathematics**

The concentration in mathematics includes courses planned to prepare students for scientific and technical work (in industry, business, government, etc.) or for further study in graduate school. Students interested in preparing to teach mathematics must combine appropriate portions of the concentration in mathematics with the appropriate con-

centration offered by the Department of Education. Other students wishing to pursue a program combining mathematics with the physical sciences or with a biological, behavioral, or social science should plan to include in their programs portions of the concentration in mathematics and of the concentration of interest to the student. The appropriate departments should be consulted in each case.

### **Concentration in Mathematics**

**Requirements.** The sequence of required courses in mathematics would normally be taken in the following order and completed by the end of the sophomore year. In addition, students must take 16 semester hours of electives in mathematics during their third and fourth year.

*Mathematics 01* and *02* cannot be elected to satisfy the concentration in the Department of Mathematics.

<i>Mathematics 10</i>	Calculus I
<i>Mathematics 11</i>	Calculus II
<i>Mathematics 22</i>	Linear Algebra
<i>Mathematics 23</i>	Algebraic Structures
<i>Mathematics 24</i>	Calculus III
<i>Mathematics 25</i>	Calculus IV
<i>Mathematics 53</i>	Seminar in Computer Programming
<i>Electives:</i>	
<i>Mathematics 30</i>	16 sem. hrs. from: Probability and Statistics I
<i>Mathematics 31</i>	Probability and Statistics II
<i>Mathematics 32</i>	Modern Geometry
<i>Mathematics 35</i>	Introduction to Linear Programming
<i>Mathematics 37</i>	Topics in Algebra
<i>Mathematics 41</i>	Numerical Methods
<i>Mathematics 44</i>	Complex Variables
<i>Mathematics 46</i>	Elementary Topology
<i>Mathematics 49</i>	Topics in Analysis

No *Mathematics 60* course can be substituted for one of the above.

**Recommendations.** The Department advises students with talent in applied mathematics or an interest in such fields as electronics, rocketry, or computers to elect, during the third year, Probability and Statistics I (*Mathematics 30*) and one mathematics elective of the student's choice. During the fourth year these students are advised to elect Complex Variables (*Mathematics 44*) and Numerical Methods (*Mathematics 41*). Students are further advised by the Department to elect courses in science requiring laboratory work, or courses in the social or behavioral sciences.

For students who have interest and aptitude in mathematical abstraction and who plan further study in graduate school, the Department advises Elementary Topology (*Mathematics 46*) during the fourth year.

**Individual Study.** Some senior level courses in mathematics will entail a large degree of individual work beyond the usual classroom requirements. In Elementary Topology (*Mathematics 46*), the student will be expected to develop proofs of many of the theorems. In Numerical Methods (*Mathematics 41*), the student will pursue problems from their inception, through programming and through interpretation of the results.

Those students planning further study at graduate school are advised that the requirements of most doctoral programs include a reading knowledge of two modern languages.

### **Department of Nursing**

The concentration in nursing consists of five courses with clinical learning and two seminar courses. A broad background in the arts and sciences and the concentration in nursing serve as a foundation for varied careers in nursing. The curriculum is designed to prepare students for professional practice in the many settings in which health services are provided. Among these are a variety of community health agencies and programs, clinics, hospitals, and extended care facilities. Students in the concentration may select electives in other areas to allow depth of concentration in more than one area.

This concentration is accredited by the National League for Nursing. The Department is a member of the Division of Agency Members, Council of Baccalaureate and Higher Degree Programs of the National League for Nursing.

Graduates are eligible to write the licensing examination given by the Board of Registration in Nursing, Commonwealth of Massachusetts. Satisfactory scores on this examination entitle the applicant to practice as a registered nurse. Graduates qualify for admission to graduate schools offering advanced degrees in nursing.

#### **Concentration in Nursing**

Nursing concepts are integrated sequentially in the five nursing courses. Clinical learning in health care agencies is selected and guided by the faculty of the Department of Nursing. Psychiatric nursing is a part of each course.

**Requirements.** The required courses in the sciences and social sciences may be applied towards the College requirement for distribution and/or depth.

The election of 8 semester hours in the humanities will complete the distribution requirement. If the English and foreign language requirements must be met through the use of electives, it is advised that this be completed during the first and second years. Courses in the concentration in nursing are taken in the following sequence. Individual exceptions may be arranged with the advice and consent of the Department.

<i>Nursing 10</i>	Society and Health
<i>Nursing 26</i>	Nursing I
<i>Nursing 30</i>	Nursing II
<i>Nursing 32</i>	Nursing III
<i>Nursing 40</i>	Nursing IV
<i>Nursing 42</i>	Nursing V

**Prerequisites.** Students must take General Chemistry (*Chemistry 10, 11*) or Principles of Chemistry (*Chemistry 12*), and Introduction to Organic Chemistry (*Chemistry 20*), and General Biology (*Biology 10, 11*) in order to qualify for Nursing I. Microbiology (*Biology 21*), and Human Physiology (*Biology 34*) must be completed by the end of the second year. Introduction to Psychology (*Psychology 20*) and Child and Adolescent Growth and Development (*Home Economics 35*) must be completed by the end of the third year.

Students in the Department of Nursing should anticipate the following approximate expenses in addition to their basic fees:

Uniforms:	\$180
Transportation to Clinical Settings:	\$250

### **Department of Philosophy**

The Department offers two types of concentration: one is designed for the student who chooses to do sustained work in philosophy, within a sequence of courses, which may lead to graduate study; the second type is provided for those students who may wish to relate their study of philosophy to concentrated work in special subject matter areas.

#### **Departmental Concentration**

The Department offers a concentration that is intended to provide the interested student with a grounding in the primary historical and critical dimensions of philosophical thought. Students electing this concentration are required to complete 28 semester hours in philosophy courses as specified below:

4 semester hours	from Division I
8 semester hours	from Division II
8 semester hours	from Division III
8 semester hours	from Division IV or 4 semester hours plus 4 semester hours of independent research

### **Interdepartmental Concentration**

Here, there are two areas of concentration consisting of 20 semester hours of required and elected courses. Each of these areas must be elected in combination with a concentration in at least one other field of study (e.g., economics, English, chemistry) in order to constitute an acceptable major in philosophy.

The courses in philosophy are arranged in four divisions, from introductory to advanced, and special requirements are designated accordingly. Either course of study described below should provide the interested student with some critical understanding of ideas and methods that lie within and outside of formal philosophy as such, and they should prepare the way for graduate study not only in philosophy, but also in several other academic and professional areas: e.g., law, medicine, public affairs, and education.

#### **Philosophy and Humanities**

<i>Philosophy 20</i>	Problems of Philosophy
8 semester hours	from Division II
4 semester hours	from Division III
4 semester hours	from Division IV

#### **Philosophy and Science**

<i>Philosophy 20 or</i>	Problems of Philosophy or
<i>Philosophy 21</i>	Philosophy of Religion
<i>Philosophy 22</i>	Modern Logic
<i>Philosophy 34</i>	Philosophy of Science
4 semester hours	from Division III
4 semester hours	from Division IV

### **Department of Physics**

The concentration in physics includes courses planned to prepare the student for one of the following objectives: further study in graduate school for research or college teaching; work as a junior physicist either in industry or in a government laboratory; secondary school teaching of physics; or graduate study in a field such as biology, chemistry, astronomy, geology, or the professions such as medicine or law.

**Concentration in Physics**

The following courses are required of physics majors.

<i>Physics 12, 13</i>	Fundamentals of Classical Physics
<i>Physics 20, 21</i>	Fundamentals of Modern Physics
<i>Physics 30</i>	Electromagnetism
<i>Physics 31</i>	Quantum Theory
<i>Physics 65</i>	Independent Study
<i>Physics 66</i>	Integrative Seminar

Also mathematics through *Math 24*.

In most of these courses there will be a core for everyone supplemented by independent study designed to satisfy the specific career goals (high school teaching, research, etc.) of the individual students.

Students who plan to pursue graduate study in physics should take more mathematics (*Math 25* at least) and should take *Physics 40* and *41*. Also these students would do well to acquire reading ability in two foreign languages such as Russian, German, or French.

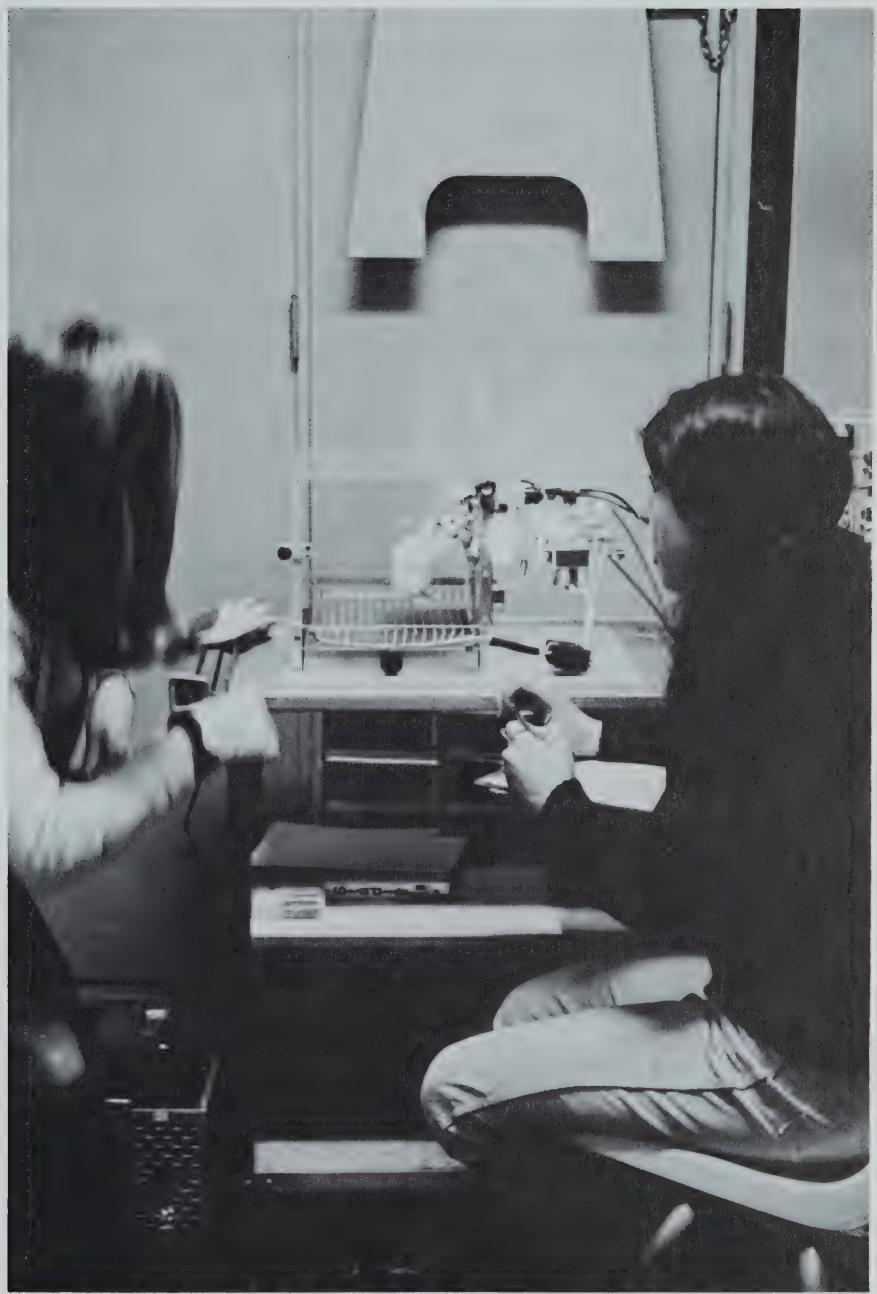
In consultation with her adviser a student may combine courses in physics with ones in other departments for an inter-disciplinary concentration, for example mathematics and physics or chemistry and physics.

**Prerequisites.** In order to concentrate in physics a student must have completed Fundamentals of Classical Physics (*Physics 12, 13*) and Calculus I and II (*Mathematics 10, 11*) by the end of the second year.

**Honors in Physics.** Candidates for honors in physics are expected to fulfill college requirements as designated on page 47. During the senior year, an honors student takes 4 to 8 semester hours of Research (*Physics 50*), culminating in a thesis.

**Department of Psychology****Concentration in Psychology**

Undergraduate training in psychology prepares a student for a wide variety of career opportunities. With the bachelor's degree, graduates may find employment as interviewers and test administrators in personnel departments or in counseling centers. If courses are chosen wisely, one may give individual tests to children in a school system, work as a rehabilitation counselor, teach psychology in a secondary school, or work in one of the many agencies of the municipal, state, or federal government. Several other careers, such as technical writing and editing, become available if one combines psychology with another field of study such as English or publication. The study of human behavior is becoming increasingly quantitative and the combination of psychology and mathe-



matics opens the way to many interesting careers. Many opportunities exist for data analysts, computer programmers, and research assistants in psychological laboratories or in consulting and market research organizations. Similarly, the rapid growth of interest and knowledge concerning the physiological bases of behavior assures a promising career for the student who combines psychology with biology.

Although there are many career opportunities available to the holder of a bachelor's degree in psychology, the professional degree in this field is the Ph.D., and many positions require at least an M.A. Almost any of the career areas described enables a student to continue her education on a part-time basis. Many universities offer positions as psychometrists, nondiagnostic interviewers, and research assistants, which permit one to continue working toward a graduate degree. In considering applicants for admission to doctoral programs, graduate departments generally favor those who have a background in mathematics (especially statistics), biology (especially physiology), and philosophy (especially philosophy of science and logic), as well as some familiarity with related social sciences such as sociology.

### Requirements

<i>Mathematics 01</i>	Introductory Statistics
<i>Psychology 20</i>	Introduction to Psychology
<i>Psychology 31</i>	Physiological Bases of Behavior I
<i>Psychology 33</i>	Quantitative Analysis of Behavior I
<i>Psychology 52</i>	History and Systems of Psychology

The Department also requires that each concentrator complete successfully 12 additional semester hours in psychology chosen with the advice of Department members to suit the particular career objectives of the student. Thus each concentrator in psychology must complete 32 semester hours of psychology, including statistics. It should be noted that the all-College independent study requirement will necessitate the completion of 8 additional hours credit in psychology or, with the approval of the Department, in a related field.

**Prerequisites.** *Introduction to Psychology (Psychology 20)* is a prerequisite for all other courses offered by the Department of Psychology.

**Recommendations.** Students considering a concentration in psychology are advised to take *Psychology 20* and *Mathematics 01* during their Freshman year. The order in which these are taken is not important. Because some background in a basic laboratory science is of significant value to anyone who plans a career in psychology, students are advised to take at least the first semester of biology, chemistry, or physics.

The selection of electives to be taken in psychology and related fields may be tailored to meet a student's particular interest and career needs. The following illustrative patterns are presented:

1. A student planning a career in child guidance, testing, or counseling should take Developmental Psychology (*Psychology 35*), The Language of Abnormal Behavior (*Psychology 37*), and Social Psychology (*Psychology 40*).
2. A student planning a career in work with hospitalized patients or in a setting where psychobiological research may be involved, should take Physiological Bases of Behavior II (*Psychology 32*), Sensation and Perception (*Psychology 47*), and at least part of her depth requirement in biology.
3. A student who is interested in a career in human factors research or computer programming should combine the concentration in psychology with a depth in mathematics. She should take Statistical Methods of Psychological Research (*Psychology 38*), Learning (*Psychology 45*), and Psychology of Motivation (*Psychology 46*). The following courses in mathematics are recommended: Finite Mathematics (*Mathematics 02*), Linear Algebra (*Mathematics 22*), Probability and Statistics I (*Mathematics 30*), Seminar on Computer Programming (*Mathematics 53*), and either Probability and Statistics II (*Mathematics 31*), or Numerical Methods (*Mathematics 41*).

**Honors in Psychology.** Candidates for honors in psychology are expected to fulfill the College requirements as designated on page 47.

In addition to the courses described in the concentration in psychology, the honors student must complete Directed Study: Senior Thesis (*Psychology 65*). This will also satisfy the requirement for independent study.

### **Department of Publication**

The concentrations in publication include courses planned to prepare the graduate for employment—without further study—in book and magazine publishing, in advertising and public relations, in journalism and technical writing, or in graphic and publishing arts. These courses provide an introduction and orientation to the field of publication, instruction in basic editorial and publishing procedures, and practice in writing.

The concentration in publication also includes field study and group and individual projects. In the fourth year all students enrolled in the concentration in publication spend a minimum of two weeks in field study. Also in the fourth year each student completes an individual-

study project in which the student plans a publication from concept to manufacturing specifications; and the student serves on the editorial staff of the *Simmons Review*, the all-College magazine, the publication of which is a group laboratory project of the Department of Publication.

#### **Concentration in Publication**

**Requirements.** The sequence of 32 semester hours of required courses in the concentration in publication would normally be taken in the following order:

<i>Publication 20</i>	Communications Media
<i>Publication 30</i>	Journalism
<i>Publication 31</i> or	Article Writing I
<i>Publication 33</i>	Advanced Composition
<i>Publication 40</i>	Copy and Proof
<i>Publication 41</i>	Graphic Arts Production
<i>Publication 45</i>	Graphic Design
<i>Publication 50</i>	Individual Study: Senior Project
<i>Publication 51</i>	Senior Seminar in Publication

In addition to the concentration in publication, each student will also elect 32 semester hours in a sequence of courses approved by the department offering the sequence. Students may also elect two sequences (totaling approximately 16 semester hours each) in two related subjects approved by the faculties of two departments. Sequences, both single and double, have been prepared in consultation with the various departments of the College. Some of the possible sequences of courses are: language and/or literature; literature and/or art history; art history and/or philosophy; philosophy and/or history; history and/or government; government and/or economics; psychology and/or sociology, and the physical sciences.

Students may use these sequences of courses to complement their career objectives and to prepare for further study at graduate school. A sequence of courses in art history might be combined with the concentration in publication to prepare the student for employment in the field of art publishing; it could also provide her with the background for later graduate study in the field of art history. Courses in a physical science could likewise prepare for the field of technical writing and publishing. Many such purposeful combinations are possible: with education for the textbook field, with home economics for the "food and shelter" magazines, with retailing for the fashion periodicals, with business and economics for trade and employee publications, with economics and government for newspaper work, in government and history for government publications, and in language and literature for general publishing. Any of these academic concentrations can also be thought of as preparation for graduate study.

### Concentration in Graphic and Publishing Arts

**Requirements.** The concentration in graphic and publishing arts is offered jointly with the School of the Museum of Fine Arts.

	<i>16 sem. hrs. in publication</i>
<i>Publication 20</i>	Communications Media
<i>Publication 41</i>	Graphic Arts Production
<i>Publication 50</i>	Individual Study: Senior Project
<i>Publication 51</i>	Senior Seminar in Publication
 <b>At the School of the Museum of Fine Arts</b>	
	<i>24 sem. hrs. in art</i>
	Drawing
	Design
	Photography
	Graphic Design
	Book Design
	<i>plus</i>
	<i>20 sem. hrs. of advanced courses</i> which will include Advanced Book Design, chosen in consultation with the Head of the Museum School.

### Department of Sociology

The description of the concentration in sociology will be found inserted at the back of the catalogue.

### Interdepartmental Concentration

#### Concentration in American Studies

The American Studies concentration is designed for students who wish to organize their major by crossing departmental lines and following a particular theme, pattern, or problem. The program could provide the basis not only for graduate study, but for secondary school teaching, research work in library and museum archives, and government employment, e.g., the cultural services abroad.

Students electing the program will be expected to choose a minimum of 12 semester hours from either Division A: History, or Division B: Literature, depending on their primary interest, and 8 semester hours

from each of the two remaining divisions, i.e., A or B, and C. Among the courses chosen from the three divisions, there must be one seminar. Students will work out their programs in consultation with the American Studies Committee, and should be prepared to take courses beyond the minimum requirement in order to reach the professional objectives they have set for themselves.

**Division A: History**

<i>History 40</i>	History of American Civilization, I
<i>History 41</i>	History of American Civilization, II
<i>History 43</i>	United States Colonial History
<i>History 51</i>	American Constitutional History, 1789 to the Present
<i>History 53</i>	American Diplomatic History, I
<i>History 54</i>	American Diplomatic History, II
<i>History 59</i>	Afro-American Political and Social Thought
<i>History 145</i>	America before the Revolution, 1760–1776 (Seminar)
<i>History 156</i>	History of American Thought, I (Seminar)
<i>History 157</i>	History of American Thought, II (Seminar)

**Division B: Literature**

<i>English 20a</i>	American Writers, 1620–1865
<i>English 20b</i>	American Writers, 1865–1900
<i>English 25</i>	American Literature and Thought in the Twentieth Century
<i>English 26</i>	Modern American Fiction
<i>English 91</i>	American Literature and Thought at the Turn of the Twentieth Century
<i>English 92</i>	The Conflict of Values in Twentieth Century Literature
<i>English 151</i>	Special Topics in Modern Literature
<i>English 152</i>	Literature and Society

**Division C: Other Areas**

<i>Art History 25</i>	Art in America: Nineteenth and Twentieth Centuries
<i>Art History 35</i>	Proseminar in American Painting
<i>Government 21</i>	Government in the United States: Federal System

<i>Government</i> 22	Government in the United States: Metropolitan and Regional Politics
<i>Economics</i> 36	Economics of Labor
<i>Music</i> 25	Modern American Music

*American Studies* 190, an interdepartmental seminar designed chiefly for honors students, may be elected with permission by other qualified students. The topic, tentatively, for 1969-70 will be "Literary and social themes of the 1920's."

**Recommendation.** Students concentrating in American Studies should have a competent reading knowledge of at least one foreign language. They are advised to elect at least 8 semester hours of a foreign language at or above the intermediate level.

**Honors in American Studies.** Candidates for honors in American Studies are expected to fulfill College requirements as designated on page 47.

In addition to fulfilling the normal requirements of the program, honors candidates are required to complete satisfactorily:

<i>American Studies</i> 190	American Studies Seminar
<i>American Studies</i> 65	Directed Study: Senior Thesis

### **Additional Concentrations**

#### **The Health Sciences**

##### **Concentration in Medical Technology\***

This concentration leads to the baccalaureate degree and to the Diploma in Diagnostic Laboratory Science. The College is affiliated with the Beth Israel Hospital and the courses in the concentration are given in the student's final year in the laboratories and lecture halls of this Hospital by members of its staff. The program is approved by the Council on Medical Education of the American Medical Association and by the American Society of Clinical Pathologists. During the final year each student in satisfactory academic standing is eligible to receive a scholarship of \$650 from the Hospital. If at any time a student's work, conduct, or health is unsatisfactory, she may be required to withdraw from the program.

After graduation the student may be employed in the diagnostic laboratories of hospitals, clinics, physicians, and the health service departments of industry and educational institutions. By electing additional

\*Students interested in this concentration should consult the Provost for additional information.

advanced science courses, a student may qualify as a research assistant in specialized fields of medical research or as a candidate for admission to graduate work in these specialized fields.

**Requirements.**

<i>Medical Technology 40</i>	Clinical Chemistry
<i>Medical Technology 41</i>	Blood Grouping and Banking
<i>Medical Technology 42</i>	Medical Bacteriology
<i>Medical Technology 43</i>	Histological Techniques
<i>Medical Technology 45</i>	General Diagnostic Methods. (This serves as the senior seminar, since in it each student is required to carry out an individual project and to take part in seminars held in conjunction with each of the medical technology courses.)

The American Society of Clinical Pathologists requires fifty consecutive weeks of work in an accredited hospital laboratory. During this period, which begins immediately after the close of the third year, the above courses will be taken.

**Prerequisites.** In order to qualify for the concentration in medical technology, students are required to complete during the first year General Biology (*Biology 10, 11*), Principles of Chemistry and Chemistry of the Covalent Bond (*Chemistry 12, 13*) and one semester of Calculus (*Mathematics 10*). In the second year students must take Organic Chemistry (*Chemistry 14*), Biology of Organisms-Morphology (*Biology 23*), and Biology of Organisms-Physiology (*Biology 24*). During the third year students must take Introduction to Microbiology (*Biology 30*), Mycology and Parasitology (*Biology 47*), and Analysis and Equilibrium (*Chemistry 15*).

**Concentration in Orthoptics\***

The concentration in orthoptics prepares graduates to work with ophthalmologists in the diagnosis and treatment of defects and diseases of the eye, using techniques which have increased in complexity within recent years. Such professionally trained assistants greatly aid those physicians who are specialists in the treatment of pathological conditions of the eye.

**Requirements.**

<i>Orthoptics 43</i>	Physiological Optics
<i>Orthoptics 47</i>	Orthoptics

The courses in this concentration are taken during the fourth year at the Massachusetts Eye and Ear Infirmary, with which Simmons College is affiliated. Although the academic requirements are met at the end of the fourth academic

\*Students interested in this concentration should consult the Provost for additional information.

year, an additional period of six months of internship is necessary before graduates qualify as candidates for the examination for certification of the American Orthoptic Council. Students begin their fifteen-month course at the Infirmary on July 1 following their junior year and complete their work on September 30 after the conclusion of the senior year. Beginning in 1970, degrees will be granted to graduates of this program in January following the completion of the internship at the Infirmary. Owing to the limitation of space at the Infirmary, not more than two students may be admitted to this program in a given year.

**Prerequisites.** In order to qualify for the concentration in orthoptics, students are required to complete: General Biology (*Biology 10, 11*); General Chemistry (*Chemistry 10, 11*); Introduction to Psychology (*Psychology 20*); Developmental Psychology (*Psychology 35*); Human Anatomy (*Biology 22*); Microbiology (*Biology 21*); Human Physiology (*Biology 34*).

#### **Concentration in Physical Therapy\***

Graduates of this concentration meet all requirements for a beginning position in physical therapy, for legal registration in all states, for eligibility under foreign exchange programs, and for further graduate study. Career opportunities exist in hospitals, rehabilitation centers, military service, Veterans Administration, public health services, and the clinics of business and industrial firms. Although requirements for admission to graduate school vary, excellent opportunities and stipends are available to physical therapists interested in research, teaching, or administration. In addition to a master's degree in physical therapy, the most frequently elected fields for further study are in physiology, anatomy, and education, on either a master's or doctoral level, and in medicine.

The program in physical therapy extends over a period of four-and-one-half years. The requirements for concentration are satisfied by the courses listed below for the final year and a half. The first three years are devoted to fulfilling the requirements in the necessary basic natural and social sciences, the distribution requirements, and electives. Although more than enough academic credits are accumulated to meet the minimum requirements for graduation in other programs, neither the degree nor the diploma is awarded unless all courses in the final year and a half have been completed with satisfactory grades.

The facilities in the affiliated hospitals are such that a limitation must be placed on the number of students admitted to the program in a given year. A candidate may be rejected by the Provost when she applies for admission to the program if, after medical consultation, she is judged for reasons of health or emotional stability to be unfit for this program. Further, if at any time a stu-

\*Students interested in this concentration should consult the Provost for additional information.

dent's work, conduct, or health is unsatisfactory or if she fails to manifest those qualities judged to be essential in the practice of physical therapy, she may be required to withdraw from the program.

### Requirements

<i>Biology</i> 49	Applied Physiology
<i>Physical Therapy</i> 30	Advanced Human Anatomy
<i>Physical Therapy</i> 32	Psychology of the Handicapped
<i>Physical Therapy</i> 33	Orthopedic and General Surgery
<i>Physical Therapy</i> 34	Neurology
<i>Physical Therapy</i> 35	Medicine
<i>Physical Therapy</i> 36	Psychiatry
<i>Physical Therapy</i> 37	Pathology
<i>Physical Therapy</i> 39	Electrotherapy
<i>Physical Therapy</i> 40	Massage
<i>Physical Therapy</i> 41	Therapeutic Exercise
<i>Physical Therapy</i> 42	Hydrotherapy
<i>Physical Therapy</i> 43	Ethics and Administration
<i>Physical Therapy</i> 44	Clinical Practice*
<i>Physical Therapy</i> 45	Orientation to Nursing Techniques
<i>Physical Therapy</i> 46	Cerebral Palsy
<i>Physical Therapy</i> 47	Functional Training
<i>Physical Therapy</i> 48	Occupational Therapy

**Prerequisites.** In order to qualify for the concentration in physical therapy, students are required to complete during their first year General Chemistry (*Chemistry* 10, 11) and General Biology (*Biology* 10, 11). In the second year students must take Microbiology (*Biology* 21), Introductory Physics (*Physics* 10, 11), Introduction to Psychology (*Psychology* 20), Developmental Psychology (*Psychology* 35), and Physical Education in Physical Therapy I (*Physical Education* 21). During the third year students must take Human Anatomy (*Biology* 22), Human Physiology (*Biology* 34), and Physical Education in Physical Therapy II (*Physical Education* 31).

In general, electives should be chosen outside the area of science, but in accordance with individual interests. A course in introductory statistics is suggested, but courses in literature, the arts, and the social sciences are primarily recommended.

\*This course satisfies the requirement for the Senior Seminar.



## Courses of Instruction

The requirements in the various programs are shown on the preceding pages. Any changes in the courses listed, which may seem advisable because of the varying objectives of the students, are subject to the approval of the school or department in which the student is enrolled. It must be understood that the College reserves the right to make changes in the courses announced or to omit any course for which there is insufficient enrollment.

A course that occupies a fourth of the full-time effort of a student for one year, irrespective of the actual number of class exercises, is assigned credit of 8 semester hours. A course that occupies a smaller fraction of a student's effort is assigned credit in the same ratio. A class period occupies fifty minutes.

In the course numbers the digit following the dash indicates the period during which the course is given. The 0 indicates a course given for the full college year, the 1 and 2 indicate first and second half-years. An S preceding the course number indicates a summer course.

### American Studies

#### Amer. St. 190-1

4 sem. hrs.

Prereq.: consent of one of the instructors

#### American Studies Seminar

An interdisciplinary seminar integrating the advanced student's knowledge of history and literature. Concentration each year on some limited topic in American civilization; in 1969-1970, tentatively, "Literary and social themes of the 1920's," including an examination of the success-ethos in the literature of the period, social movements of the 1920's, and the Harlem Renaissance. Readings in original sources, and attention to recent research. Each student will give short analytical reports and write a term paper. *Mr. Langer, Mr. Solomon.*

#### Amer. St. 65-0

#### Directed Study: Senior Thesis

Members of the Cooperating Departments.

### Art

#### Art 15-1, 16-2

4 or 8 sem. hrs.

Prereq. for Art 16:

Art 15 or the equivalent

#### Fundamentals of Design, Drawing, and Painting

Introduction to the essentials of design and their use in composition problems in black and white and in color. Color mixing, drawing, painting: basic techniques and materials. For students with little or no experience. *Mr. Wallace, Mr. Oppenheim.*

#### Art 17-1

4 sem. hrs.

Prereq.: consent of the instructor

#### Advanced Painting

*Mr. Wallace, Mr. Oppenheim.*

**Art 18-2***4 sem. hrs.**Prereq.:* consent of the instructor**Drawing and Painting**

Drawing and painting from still life, model, and landscape, according to the special interests and needs of the student.

*Mr. Wallace, Mr. Oppenheim.***Art Hist. 20-1, 2***4 sem. hrs.***Introduction to the Visual Arts**Close study of a small group of works of painting, sculpture, and architecture representing several major phases of Western culture from ancient Greece to contemporary Europe and America. *Mrs. Thomas, Mrs. Weiner.***Art Hist. 21-1***4 sem. hrs.***Art of the Italian Renaissance**Painting, sculpture, and architecture in Italy during the fifteenth and sixteenth centuries. Emphasis on such major figures as Donatello, Leonardo da Vinci, and Michelangelo. *Mr. Lustig.***Art Hist. 22-1***4 sem. hrs.***Arts of the Far East**The Asiatic tradition from pre-Buddhist sculpture in India to painting in modern Japan. The great periods of China—Han, T'ang and Sung—and landscape painting in Japan. One hour weekly in the Asiatic division of the Museum of Fine Arts for direct study of original material. *Mrs. Weiner.***Art Hist. 23-1***4 sem. hrs.***Art in Europe, 1750-1900**Painting, sculpture, and architecture from the neoclassical movement of the late eighteenth century to Cézanne and Rodin. Emphasis on such artists as Delacroix, Monet, and Van Gogh. *Mrs. Thomas.***Art Hist. 24-1, 2***4 sem. hrs.***Twentieth-Century Art in Europe and America**Painting, sculpture, and architecture in Europe and America from the Fauve and Cubist movements in Europe to contemporary abstract art. Emphasis on such major figures as Picasso, Matisse, and Le Corbusier in Europe and on such recent American artists as Pollock, de Kooning, and Calder. *Mr. Lustig.***Art Hist. 24-2***4 sem. hrs.***Art in America, Nineteenth and Twentieth Centuries**Painting, architecture, and sculpture in America from the Revolution to the present. Emphasis on such major themes as romanticism and realism and on such figures as Homer and Wright, Pollock and Wyeth. *Mr. Lustig.***Art Hist. 26-2***4 sem. hrs.***Baroque and Rococo Art in Europe**European art from the Counter Reformation to the French Revolution. Emphasis on such major seventeenth-century artists as Caravaggio, Bernini, Rubens, Rembrandt, and Velázquez. *Mrs. Thomas.*

**Art Hist. 27-2** The Art of Classical Antiquity*4 sem. hrs.*

Painting, sculpture, and architecture in Mediterranean culture from the Minoan period to the decline of the Roman Empire. Emphasis on Greek art of the archaic and classical periods. *Mrs. Weiner.*

**[Art Hist. 28-2]** The Indian Arts of America*4 sem. hrs.*

Not offered in 1969-70.]

A preliminary study of ethnic origins followed by the pre-Hispanic arts of the Central Valley of Mexico, Central America, and the Andean regions. Emphasis on Olmec, Toltec, Mayan, Aztec, and pre-Incan cultures and on North American material in the collections of Denmark.

Proseminars in art history are undergraduate seminars not intended for specialists. Their purpose is threefold. They offer the student with some preliminary knowledge of a particular field an opportunity to extend that knowledge, they permit her to work in a small group, and they allow her to assume a more active role in the study of art history than is normally possible in a lecture course. Students will prepare papers under the guidance of the instructor and present them to the seminar for discussion.

**[Art Hist. 31-2]** Proseminar in Italian Renaissance Art*4 sem. hrs.*

*Prereq.:* consent of  
the instructor

Not offered in 1969-70.]

**Art Hist. 33-2** Proseminar in Nineteenth Century Art*4 sem. hrs.*

*Prereq.:* consent of  
the instructor

Subject for 1969-70: Rodin and Impressionism. *Mrs. Thomas.*

**Art Hist. 34-2** Proseminar in Twentieth Century Art*4 sem. hrs.*

Subject for 1969-70: Surrealism. *Mr. Lustig.*

*Prereq.:* consent of  
the instructor

**Art Hist. 35-1** Proseminar in American Painting*4 sem. hrs.*

Subject for 1969-70: Abstract Expressionism. *Mr. Lustig.*

*Prereq.:* consent of  
the instructor

**[Art Hist. 36-1]** Proseminar in Baroque Art*4 sem. hrs.*

*Prereq.:* consent of  
the instructor

Not offered in 1969-70.]

## **Astronomy\***

### **Astron. 10-1 Introduction to Astronomy I**

*4 sem. hrs.*

The structure and evolution of the universe, the galaxies, the stars, and the solar system. Galaxy types, star types, stellar measurements, the physics of stars, and the mechanics of satellites.

### **Astron. 11-2 Introduction to Astronomy II**

*4 sem. hrs.*

A continuation of *Astronomy 10*.

*Prereq.: Astron. 10*

## **Biology**

### **Biol. 10-1 General Biology I**

*4 sem. hrs.*

Fundamental principles of biology. Aspects of cellular structure and function. Introduction to the types of living organisms, their interrelationships, structure, and function. Laboratory studies emphasize both structure and physiological processes.

*Mr. Solinger, Mr. Tuttle, Mr. Gardner.*

### **Biol. 11-2 General Biology II**

*4 sem. hrs.*

*Prereq.: Biol. 10-1 or the equivalent*

Theories of inheritance, with emphasis on man and a study of the processes of evolution and basic principles of ecology. Laboratory work supplements the lectures. *Mr. Solinger, Mr. Tuttle, Mr. Gardner.*

### **[Biol. 12-2 Genetics and Evolution**

*4 sem. hrs.*

*Prereq.: Biol. 10 or the equivalent and consent of the Department*

Not offered in 1969-70.]

An introduction to genetics and evolution on the molecular, cellular, and organismic levels. The chemical basis of heredity is discussed, with emphasis on the genetic code and protein synthesis. Laboratory exercises demonstrate genetic mechanisms and illustrate evolutionary processes. This course is intended for students planning to specialize in biology.

### **Biol. 21-2 Microbiology**

*4 sem. hrs.*

*Prereq.: one semester of college biology, one year of college chemistry*

The nature and types of microorganisms, the methods of effective microbial control, and theoretical and practical immunology. Detailed study of the microorganisms causing important human diseases. *Miss Coghlan, Mrs. Berliner.*

### **Biol. 22-1 Human Anatomy**

*4 sem. hrs.*

The gross and micro-anatomy of the human body, presented in detail along with an introductory discussion of embryology. Laboratory utilization of the cat and organs from larger mammals for dissection. *Mrs. Rogalin, Mrs. Sacks.*

\*Offered by the Department of Physics.

**Biol. 23-1** Biology of Organisms—Morphology

4 sem. hrs.

A laboratory course teaching the principles of evolution through study of the gross, comparative anatomy of selected chordates. *Mrs. Sacks.*

**Biol. 24-2** Biology of Organisms—Physiology

4 sem. hrs.

Prereq.: Biol. 23

Consideration of the functional mechanisms of living organisms, treated from the point of view of their evolutionary development. Laboratory work involves biophysical and biochemical investigation of physiological processes. *Mr. Solinger.*

**Biol. 30-1** Introduction to Microbiology

4 sem. hrs.

Prereq.: one semester of college biology, two semesters of organic chemistry

Introduction to microorganisms, with special emphasis on bacteria. Stress placed on bacterial cytology, nutrition, metabolism, immunology, and genetics. Laboratory work includes systematic study, quantitative methods, and control of microbial populations. Viruses and Rickettsia also included. *Miss Coghlan.*

**Biol. 31-1** Biological Chemistry

4 sem. hrs.

Prereq.: Chem. 14, 15 or the equivalent

Nature of the chemical constituents of living matter and of chemical substances produced by living things. Laboratory procedures emphasize the design, control, and completion of modern biochemical experimentation. *Miss Weiant.*

**Biol. 33-2** Cell Biology

4 sem. hrs.

Prereq.: Biol. 31

A study of the structural characteristics of plant and animal cells. Laboratory procedures including methods (physical and chemical micro techniques) for identifying and separating cellular components. *Mrs. Sacks.*

**Biol. 34-2** Human Physiology

4 sem. hrs.

Prereq.: Biol. 22 or the equivalent and at least one year of college chemistry

An introduction to the fundamental principles and problems concerned with the physico-chemical responses and functioning of tissues, organs, and systems as they apply to the human. Emphasis on the coordination of function to maintain the constant internal environment. Laboratory experiments designed to illustrate the classical and modern approaches to the physiology of the various organs and systems. *Miss Weiant.*

**Biol. 40a-2** Experimental Biology

4 sem. hrs.

Prereq.: Biol. 33 and Biol. 31

Experimental approach to the study of cellular constituents of a variety of organisms. Theories and techniques from immunology, virology, and histochemistry stressed. *Miss Coghlan, Dr. Low.*

**Biol. 41a-2** Intermediary Metabolism

4 sem. hrs.

Prereq. Biol. 31

Functions and transformations of chemical entities found in biological systems, together with the chemical and energetic changes associated with these transformations in the course of activity of living matter. Emphasis on recent literature and modern experimentation in biological chemistry. *Miss Weiant.*

**Biol. 43-1***4 sem. hrs.**Prereq.:* one semester of college biology**Algae, Fungi, and Protozoa**

Microorganisms other than bacteria. Algae, fungi, and protozoa studied from the standpoint of morphology, cytology, physiology, ecology, and evolution. Emphasis on laboratory microtechnique, design and evaluation of experiments, and observation of living organisms. *Mrs. Berliner.*

**Biol. 45-1***4 sem. hrs.**Prereq.:* Biol. 30 or the equivalent**Pathogenic Bacteriology**

Principles and methods of isolating and identifying bacterial pathogens; a consideration of their characteristics as associated with disease processes; host-parasite interrelationships and epidemiology. *Mr. Girard.*

**[Biol. 47-1]***4 sem. hrs.**Prereq.:* one semester of college biology and one semester of chemistry  
Offered only in alternate years

Not offered in 1969-70.]

**Mycology and Parasitology**

A. Systematic and physiologic study of fungi as applied to medical mycology, immunology, and industrial processes. Laboratory stressing problems and procedures in sampling, identification, and culture maintenance. B. Animal parasites of man—their taxonomy, morphology, interaction with hosts, life cycles, and control measures. Laboratory based on isolation and identification under clinical and experimental conditions.

**Biol. 49-1***4 sem. hrs.**Prereq.:* Biol. 34 or the equivalent**Applied Physiology**

An advanced course designed for physical therapy students which presupposes a general knowledge of human physiology; emphasizing peripheral circulation, peripheral nerve and muscle physiology, local and general responses to temperature, radiation, and exercise. Laboratory work in experimental procedure, and demonstrations illustrating the physiological responses to physical agents and their measurement. *Miss Weiant.*

**Biol. 65-0***8 sem. hrs.**(4 sem. hrs. to be completed in each year)***Individual Study or Seminar**

Required of third- and fourth-year students in biology.

**Business Administration****B.Ad. 20-1***4 sem. hrs.***Financial Accounting**

Current and recommended concepts of accounting. Major emphasis on financial control and its attendant implications in the decision-making process. The individual proprietor. Special attention to the understanding of financial statements and their interrelationships. Accounting cycles, adjusting, closing, and re-

versing processes. Analysis and interpretation of financial data and theories and their related significance to financial and managerial oriented problems of the business entity. *Mr. Parente.*

**Bd.Ad. 25-2***4 sem. hrs.**Prereq.: B.Ad. 20***Administrative Accounting**

A logical continuation of accounting. Administrative accounting processes are explored concomitantly with generally accepted accounting theories so that the student has the opportunity to compare, create, and discover more effectual means of solving administrative problems. Payrolls, tax planning. Partnerships. Comprehensive coverage of corporate operations. Particular emphasis on the continuing development and improvement of cash flow, budgetary controls, cost relationships and statement evaluation as aids in the formulation, implementation, and administration of the firm's monetary policies. *Mr. Parente.*

**B.Ad. 27-1***4 sem. hrs.***Administrative Management and Organizational Theory**

Explorations into the science and art of organizational structure and managerial behavior. Study of the development of the modern organization; its structure, dynamics, administration, and work distribution. Emphasis on the organization as a dynamic culture and on the emergent behavior of the people involved. A variety of organization types compared and differentiated. Strong emphasis on group discussions and on the creation of original approaches to management style. Readings, cases, and field trips. *Miss Hennig.*

**B.Ad. 31-0***4 sem. hrs.***Shorthand**

Training in the theory of Gregg shorthand. Pretranscription training emphasized. Accuracy and speed in taking dictation developed through use of both new and familiar material. Students must have had or must take concurrently *Business Administration 32-0* or its equivalent as determined by permission of the instructor. *Miss Fox.*

**B.Ad. 32-0***4 sem. hrs.***Typewriting**

A foundation course stressing accuracy and speed. Initial emphasis on development of correct typing habits and techniques. Stress on the development of a basic skill in typing business problems—letters, outlines, drafts, carbon copies, envelopes, business forms, cards, tabulations, and inter-office forms, as well as statistical reports and composition at the typewriter. In the second semester students may concentrate on developing expertise in the handling of problems specific to their individual career goals, including practice in translation at the typewriter for foreign-language majors. Assistance given with the construction of resumes and letters of application. Training for summer employment and civil service tests. *Miss Fox.*

**B.Ad. 34-1**

*4 sem. hrs.*

*Prereq.:* Typewriting ability

**Communications**

Theoretical and practical applications of communications principles. Oral and written expression to accomplish human relations objectives necessary for success in working with, and influencing, other persons. Principles developed in a business setting with cases involving the writing of business letters, reports, newsletters, and memoranda; and the conducting of conferences, interviews, platform speeches, and other forms of oral communications. *Mr. Baldwin*.

**B.Ad. 35-2**

*4 sem. hrs.*

**Management of Information Systems**

Concepts of computer science and its significance to management decision-making. Capabilities of computers as aids in forecasting, problem solving, and decision making. Impact on business of various data processing systems. Introduction to computer languages, systems, and procedures. Students will learn to evaluate existing systems in terms of particular organizational needs and to create appropriate adaptations. A study of human problems in the computer environment. *Mr. \_\_\_\_\_*.

**B.Ad. 36-2**

*4 sem. hrs.*

**Analysis of Business Data**

Analytic, interpretative, inferential approach to statistical data as applied to business problems. Data collection and classification. Sampling probability and related decision policies. Measures of central tendency, dispersion, confidence intervals, and coefficients. Index numbers, correlation, and regression analysis. Students select group and individual projects. *Mr. \_\_\_\_\_*.

**B.Ad. 37-2**

*4 sem. hrs.*

Recommended for third and fourth year students

**Behavioral Implications for Women in Management**

Study of interpersonal behavior and career development of women in managerial work. Considerable emphasis placed on the psychological, sociological, anthropological and semantic difficulties that arise in diadic relationships. Concentration on these issues as they have meaning for women in management positions in the organizational setting. Study of current research findings on these issues as well as on career development for women in business. Ample opportunity for students to begin to improve their own self-understanding and to build and clarify personal career goals. An interviewing project will be a major requirement in this course. Intensive readings, case analysis, and class discussion. *Miss Hennig*.

**B.Ad. 38-1**

*4 sem. hrs.*

**Legal Aspects of Business**

Legal principles, obligations, and rights, as related to the conduct of business and industry. Law as an agency of social control. Analysis of contracts, agency, sales, negotiable instruments, and financial institutions. *Mr. Parente*.

**B.Ad. 41-1** **Transcription***4 sem. hrs.**Prereq.: B.Ad. 31  
and 32*

Fusion of shorthand and typewriting skills. Development of advanced accuracy and speed in taking shorthand dictation and in transcribing according to business standards. Emphasis on the acquisition of a broad shorthand vocabulary. *Miss Fox.*

**B.Ad. 42-2** **Office Administration***4 sem. hrs.**Prereq.: B.Ad. 32 or  
consent of  
the instructor*

A course enabling the student to develop the ability to administer office functions. Students work independently and in organized groups on projects and cases designed to help them approximate the role of the office manager. Emphasis placed on learning to organize and manage the work systems found in office settings. Groups carry out projects in a simulated office environment. Lectures, field trips, case studies, and guest speakers. *Miss Fox.*

**B.Ad. 47-1** **Organizational Behavior***4 sem. hrs.*

Managerial applications of behavioral sciences as related to modern organizations. Implications of interpersonal behavior problems for individual and group productiveness, creativity, and satisfaction. Social psychology of group processes. Readings combined with extensive group discussions and case analyses. *Miss Hennig.*

**B.Ad. 48-1** **Management of Resources***4 sem. hrs.*

A senior seminar designed to develop, through individual and group research, an understanding of the administration of all resources of organizations to achieve maximum results. Research topics generally concern the most effective ways to allocate and use space, personnel, funds, machinery, etc., as related to the planning, controlling, organizing, and re-appraising activities of management. Students participate in a four-week field experience in an organization related to their field of concentration. *Mr. Baldwin.*

**B.Ad. 50-2** **Advertising Policies and Methods***4 sem. hrs.*

Advertising studied as a marketing tool. Topics include: the function of advertising; when and for what kinds of products advertising is used; the advertising campaign; evaluation of advertising; and the ethical and moral issues surrounding advertising. Emphasis placed on both the creation and the use of advertising. Students create advertising campaigns as a major project in this course. Readings, cases, and outside speakers. *Miss Hennig.*

**B.Ad. 52-2** **Marketing***4 sem. hrs.*

Management and marketing, market research, the marketing mix, channels of distribution, demand, cost and profit analyses, product development, promotion, pricing, selling and the sales force, advertising, and the role of marketing and the marketer in American business. Case method of instruction. *Miss Hennig.*

**B.Ad. 53-2, 54-1**

8 sem. hrs.

Prereq.: B.Ad. 52  
and B.Ad. 55

Course begins during the second semester of the junior year; completed during first semester of the senior year. Neither semester can be taken for 4 sem. hrs. credit.

**Retail Merchandising I, II**

Retail merchandising has been defined as having the right merchandise at the right place, at the right time, and at the right price. The problems met in accomplishing this are many, ranging from the exciting selection of merchandise appropriate for the clientele served to the detailed planning and record keeping required for effective operation. Such topics as price policy, sales promotion, and the need for merchandise control techniques are studied through discussion of cases obtained from executives in department and specialty stores. Practice is afforded in the arithmetic of merchandising and approaches to problems involving statistics. *Miss Burnham*.

**B.Ad. 55-1**

4 sem. hrs.

**Retailing Principles and Practices**

Forms of retailing; department stores, multi-unit organizations, discount houses. Organizational structures; departmental activities in retail organizations. Current trends in retail distribution; e.g., downtown-suburban pattern, mechanization, manufacturer-retailer corporation. *Mrs. Haley*.

**B.Ad. 56-2**

4 sem. hrs.

**Personnel Principles and Policies**

Fundamentals of personnel management; procurement and development. Emphasis on role of personnel department; the personnel program; personnel administration responsibilities for all members of management in profit or non-profit organizations. Practical and theoretical knowledge applied in discussion of cases. *Mrs. Haley*.

**B.Ad. 57-2**

4 sem. hrs.

**Labor Relations**

Concentration primarily on the difficulties that arise in the administration of the collective bargaining relationship. The history and important characteristics of the American labor movement; special problems concerned with management of labor relations under a collective bargaining agreement; examination of why employees unionize and the rights of employers when faced with an organizational campaign; and finally, the relationship between union-management relations and public policy. Readings, cases, and mock negotiations. *Miss Hennig*.

**B.Ad. 58-2**

4 sem. hrs.

**Security Markets and Investments**

Financial and economic implications of security market functions and operations. Appraisal and analysis of securities and investment media. Theories of security trends, diversification, portfolio objectives, Investment standards and risks. Independent reading and research dealing with realistic investment problems provide the student, regardless of career or graduate objective, an opportunity to intellectualize, verbalize, and synthesize investment concepts in an environment where ideas are encouraged and exchanged freely and evaluated objectively. *Mr. Parente*.

**B.Ad. 59-1** Managerial Finance*4 sem. hrs.**Prereq.: Ec. 21, 22*

Relevant theories of financing business organizations in order to maximize profits are reported through case study problems combining the theoretical and environmental frames of reference. Financial and economic alternatives considered in the determination of policy and related resources desirable for obtaining, managing, and using capital funds for optimum results. *Mr. Parente.*

**B.Ad. 62-1***4 sem. hrs.*

*Enrollment:* limited to students following the specialization in Finance

**Seminar in Financial Administration**

Discussion of realistic and actual-situation problems on an advanced basis. Independent investigation of problems and policies pertaining specifically to the area of financial administration. Students participate in a four-week field experience in an organization related to the field of concentration. *Mr. Parente.*

**B.Ad. 63-1***4 sem. hrs.**Prereq.: B.Ad. 52 and B.Ad. 36***Marketing Research**

Training in the techniques of research and their application to marketing, advertising and sales, questionnaire design, product-testing and survey techniques, and cooperative work on actual business problems. *Mr. \_\_\_\_\_*

**[B.Ad. 64-2***4 sem. hrs.*

Not offered in 1969-70.]

**Fashion**

Factors behind the acceptance or rejection of any style. Development of fashion through the couturier of Europe and the needle trades of the United States, background of historic costume and "main designers," fashion promotion in the retail stores, and duties of the fashion adviser. Offered in alternate years.

**B.Ad. 65-1***4 sem. hrs.**Prereq.: B.Ad. 55***Retailing Seminar**

Class meetings held with retail executives discussing new directions and current problems in retailing; e.g., inventory management, revitalization of downtown shopping areas, management of change, and rising cost of doing business. A directed study in depth with an individual research project required: investigation of some area in retailing of special interest. Students participate in a six-week field experience, holding positions of responsibility in department stores throughout the country. *Mrs. Haley.*

**B.Ad. 67-1***4 sem. hrs.**Prereq.: B.Ad. 56, 53***Supervisory Problems in Retailing**

Administrative problems of departmental executives presented through cases for discussion. Employee selection and scheduling, improving merchandise presentation in selling departments, and increasing employee productivity. Personnel implications of measures introduced to promote volume or reduce operating expense. Written report required. *Miss Burnham.*



**Business Lectures**

Students are required to attend eight lectures during their enrollment in the Department of Business Administration

Four lectures held during the spring semester to provide an opportunity for students, as a supplement to their class work, to hear experts from business discuss current trends and issues.

**Chemistry****Chem. 10-1, 11-2**

4 or 8 sem. hrs.

**General Chemistry**

Fundamental principles of chemistry; their historical and scientific evolution and their application to the chemical behavior of matter. A part of the second semester is devoted to the fundamental principles of organic chemistry and biochemistry, with special emphasis on properties, reaction mechanisms, and the biological role of organic compounds. No previous chemistry courses are presumed.

Although this sequence does not normally serve as a prerequisite for more advanced chemistry courses, under special conditions *Chemistry 10* can serve as a prerequisite for *Chemistry 13* with departmental approval. Three lectures, one discussion period, and one laboratory. *Miss Beck, Mrs. Wadsworth.*

**Chem. 12-1**

4 sem. hrs.

*Prereq.:* a satisfactory score on the Simmons chemistry placement examination

**Principles of Chemistry**

A quantitative, phenomenological development of a few fundamental topics: the mole concept, stoichiometry, gas laws, chemical equilibria in aqueous solutions, electrochemistry, and the rates of chemical reactions. The laboratory introduces quantitative techniques, including instrumental methods, for studying chemical systems. Three lectures, one discussion period, and one laboratory. *Mr. Bell, Mr. Petersen, Mrs. Brauner.*

**Chem. 13-2**

4 sem. hrs.

*Prereq.:* *Chem. 12*

**Chemistry of the Covalent Bond**

An extension of *Chemistry 12* into the subject matter of organic chemistry. The subjects of bonding, structure, and reactivity of carbon compounds are introduced. Three lectures, one discussion period, and one laboratory. *Mr. Petersen, Mr. Piper, Mr. Bell, Miss Beck.*

**Chem. 14-1**

4 sem. hrs.

*Prereq.:* *Chem. 13*

**Organic Chemistry**

An extension of *Chemistry 13* to consider additional classes of organic compounds and the more intimate relationship between structure and reactivity as expressed in mechanistic terms. Three lectures, one discussion period, and one laboratory. *Mr. Piper, Mr. Petersen.*

**Chem. 15-2**

*Prereq.:* *Chem. 14*  
and *Math. 10*

**Analysis and Equilibrium**

An introduction to the thermodynamic basis for equilibrium followed by its application to qualitative and quantitative chemical analysis. Rigorous theory accompanies correlated laboratory work. Three lectures, one discussion period, one scheduled and one open laboratory. *Mrs. Brauner, Mr. Bowers.*

**Chem. 20-2***4 sem. hrs.**Prereq. : Chem. 12***Introduction to Organic Chemistry**

A presentation of atomic structure and bonding followed by a study of aliphatic and aromatic compounds and their reactions. Practical applications will be emphasized for students who are not chemistry majors. A course designed for students who require a working knowledge of organic chemistry within one semester. Laboratory work on the techniques of organic chemistry through preparation and the study of properties of certain aliphatic and aromatic compounds. Three lectures, one discussion, and one laboratory. *Mrs. Wadsworth.*

**Chem. 21-1***4 sem. hrs.**Prereq.: Chem. 20***Introduction to Biochemistry**

A study of the chemistry of lipids, carbohydrates, proteins, and related nitrogenous compounds and their metabolic roles in living matter. Laboratory work on the chemistry and biochemistry of foods and human nutrition, including the core materials and techniques of modern biochemistry. Three lectures, one discussion, and one laboratory. *Mrs. Wadsworth.*

**Chem. 40-1***4 sem. hrs.**Prereq.: Chem. 15 and Math. 24 or consent of the instructor***The Equilibrium State**

Detailed treatment of the states of matter and the laws of thermodynamics with applications to chemical equilibrium, phase equilibria, and electrochemistry. Laboratory work to supplement the lecture material and to familiarize the student with the use of sophisticated equipment and instrumentation. *Mr. Bell, Mr. Bowers.*

**Chem. 41-2***4 sem. hrs.**Prereq.: Chem. 40***Structure and Change**

An introduction to the wave mechanical treatment of atoms, atomic and molecular spectroscopy, and theories of chemical bonding with applications to molecular structure, statistical mechanics, and the interpretation of reaction kinetics and mechanisms. Laboratory studies of the properties of electrolyte solutions, the interpretation of atomic and molecular spectra, and of reaction rates emphasize the utility of the theoretical models. Three lectures and one laboratory. *Mr. Bell.*

**Chem. 42-2***4 sem. hrs.**Prereq.: Chem. 14 and 41***Kinetics and Mechanism**

The techniques available, the data produced, and the analyses required to extract kinetic parameters for homogenous liquid and gas phase reactions. Kinetic parameters, combined with bonding and structure concepts, used to characterize and interpret organic reaction mechanisms and the reactive intermediates involved. Four lectures. *Miss Beck, Mr. Bell.*

**Chem. 44-1***4 sem. hrs.**Prereq.: Chem. 15***Organic Analysis**

Laboratory work developing most of the important techniques in the isolation and identification of organic compounds. Lectures discussing the major spectrometric techniques used in organic structural elucidation. Two lectures held jointly with Emmanuel College and two laboratories. *Mr. Piper, Sr. Magdalene Julie Wallace.*

**Chem. 45-1***4 sem. hrs.**Prereq.: Chem. 15  
and 41***Advanced Analytical Chemistry**

Instrumental methods including spectrophotometric, polarographic, conductometric, and potentiometric; and as time permits, spectrographic methods, chelometry, solvent extraction, chromatography, and ion extraction. The use of nuclear magnetic resonance in inorganic analysis will also be included. Three lectures held jointly with Emmanuel College and one laboratory. *Mrs. Brauner, Sr. Mary St. Dorothy Higgins.*

**Chem. 46-1***4 sem. hrs.**Prereq.: Chem. 14**Prereq. or concurrent: Chem. 40*

During 1969-70,  
offered at Emmanuel  
College as *Chem. 403.*

**Biochemistry**

Fundamental principles and concepts of biochemistry. Study of the chemical constituents of living matter; of biochemical dynamics with reference to biological oxidations and the intermediate metabolism of proteins, lipids, and carbohydrates; and of the genetic aspects of metabolism. Three lectures and one laboratory.

**Chem. 47-2***4 sem. hrs.**Prereq.: Math. 24  
Phy. 10 or 12**Chem. 15 and 41***Advanced Inorganic and Radiation Chemistry**

Introduction to nuclear structure and radiation. A review of quantum mechanics and its application to the molecular structure and properties of selected inorganic compounds. Crystal chemistry, coordination chemistry, ionizing solvents. Associated laboratory work, including the use of radiochemical principles and methods to illustrate inorganic reactions and preparations. Three lectures held jointly with Emmanuel College and one laboratory. *Mrs. Brauner, Mr. Bowers, Sr. Mary St. Dorothy Higgins.*

**Chem. 50-0***8 sem. hrs.*

Required of all seniors. Open to Juniors or Sophomores with consent of the Department

**Undergraduate Research Project**

Selection of a serious research project involving a search of the scientific literature followed by laboratory work required for the solution of the problem. Members of the Department.

**Chem. 51-0***2 sem. hrs.***Chemistry Seminar**

Required of all fourth-year students specializing in chemistry. Other students are urged to attend. Members of the Department.

**Economics****Ec. 21-1, 22-2***4 or 8 sem. hrs.***Principles of Economics**

The basic principles governing the operation of our economy. Introduction to the primary laws of economics through a description of the operation of the price system under conditions of free competition, monopoly, and governmental regulation. Problems of money, prices, population, government finance, depressions, inflation, income distribution, and international trade. Lectures and discussion. Members of the Department.

**Ec. 32-2**

4 sem. hrs.

Prereq.: Math. 01

**Economic and Social Statistics**

An advanced course in statistical methodology and an introduction to the theory of statistics. Special emphasis on economic and social application relative to the following topics: sampling reliability and quality control; multiple and partial correlation and their role in linear programming; the derivation and application of times series, together with time series correlation; and the derivation and application of index numbers. Lectures, discussion, and exercise work. *Mr. Nichols.*

**Ec. 35-1**

4 sem. hrs.

Prereq.: Ec. 21, 22

**Money and Capital Markets**

Development of banking and other financial intermediaries, structure of money and capital markets, analysis of factors influencing the supply and demand for funds, and determinants of interest rates in various market segments, with special emphasis on monetary policy. Survey of existing international financial institutions and discussion of current international monetary problems. *Mr. Sherk.*

**Ec. 36-1**

4 sem. hrs.

Prereq.: Ec. 21, 22

**Economics of Labor**

A course dealing basically with the theories of wages and the application of such theories to the changing role of labor as an economic resource. The impact on the labor market of changing patterns of economic activity occasioned by automation and the policies of unions, business management, and government regulation analyzed within the framework of the theory of wages and the labor market. *Mr. Bloch.*

**Ec. 39-1**

4 sem. hrs.

Prereq.: Ec. 21, 22

**International Economics**

Economic principles underlying foreign trade, showing why trade takes place between regions and countries and the mutual gains from such trade. Commercial policy in the United States, relating tariff and other trade policies to their political background. How goods and services are paid for between nations; the effect of trade on prices and production. *Mr. Nichols.*

**Ec. 41-1**

4 sem. hrs.

Prereq.: Ec. 22

**Microeconomics**

An advanced course in the theories and dynamic applications of microeconomics. Included are theory and application relative to the following topics: demand and demand elasticity; the production function, cost concepts, and supply; theories of pricing in product markets; and distribution theory. These topics are dynamically integrated through the conventional short-run and long-run equilibrium analysis as applied to the firm, the industry, and the entire economy. Lectures, discussion, and exercise work. *Mr. Sherk.*

**Ec. 42-2**

4 sem. hrs.

Prereq.: Ec. 21

**Macroeconomics**

An advanced course in the theory, measurement, and application of national income and employment concepts, including fiscal and monetary policies. *Miss Hey.*

**Ec. 44-1**

*4 sem. hrs.*

*Prereq.: Ec. 21, 22*

**Government Regulation of Economic Activity**

Competition as a goal of public policy in the United States. Limits to competition and their economic and social effects. Evolution of public policy in the areas of anti-trust, the regulation of competitive behavior, and the supervision of large enterprises. Government as owner-manager, customer, subsidizer, financer. The problem and attempted solutions in other industrial systems. *Mr. Bloch.*

**Ec. 45-1**

*4 sem. hrs.*

*Prereq.: Ec. 21, 22*

**Economic Development**

The meaning of “underdevelopment”; problems faced by emerging economies, and assessment of alternative systems for solving them; role of the industrialized nations in development; competition and cooperation among power blocs and developing economies; international institutions and the future of development. *Miss Hey.*

**Ec. 46-2**

*4 sem. hrs.*

*Prereq.: Ec. 21, 22*

**Comparative Economic Systems**

The historical context of American capitalism, and the validity of our “principles of economics” as a tool for understanding several different economic systems: England under the Labor Party; the German economy under the Nazis, and the Soviet economy. More than half of the semester devoted to theories of socialism, and the practice of socialism in the U.S.S.R. *Mr. Sherk.*

**Ec. 47-2**

*4 sem. hrs.*

*Prereq.: Ec. 21, 22*

**History of Economic Thought**

A topical and chronological survey of the various schools of economic thought, including the pre-Classical, Classical, Physiocratic, Austrian, neo-Classical, Institutional, Socialist, Keynesian, and neo-Keynesian, with special emphasis on the significance of these schools in their application to current economic problems. *Miss Hey.*

**Ec. 48-2**

*4 sem. hrs.*

*Prereq.: Ec. 32, 41, and 42*

**Econometrics**

The application of statistical methodology to microeconomic and macroeconomic theory, with special reference to problems of historical analysis and future planning faced by business firms, labor unions, and governments. *Mr. Nichols.*

**[Ec. 49-2]**

*4 sem. hrs.*

*Prereq.: Ec. 21, 22*

Not offered in 1969-70.]

**Economics of Social Welfare**

Examination of the economic policies and institutions that developed in our society to deal with major social issues, such as poverty, disease, unemployment, and crime. The course seeks to assess the achievements and the failures, and to identify the important unsettled questions. It studies both the historical development of social policies and the theoretical issues posed by the presence of such issues in a market-oriented economy. International comparisons utilized where relevant. Students expected to undertake independent research.

**Ec. 50-1, 2***Credit to be arranged*

Open to students in economics wishing to do advanced work

*Prereq.:* consent of the Department**Reading and Research**

Members of the Department.

**Ec. 65-2****Directed Study: Senior Thesis***4 sem. hrs.*

Members of the Department.

**Education****Ed. 120-1, 2***4 sem. hrs.***Historical and Philosophical Backgrounds of Education**Reading and discussion of original sources in the philosophical development of education, beginning with Plato. Particular attention to the growth of American education, as background to a consideration of current educational issues. *Mrs. Smith.***Ed. 125-2***4 sem. hrs.***Contemporary Issues in the American School and Society**An examination of the responsibilities of American education in a rapidly changing society. Conducted primarily by means of case studies and supplemented by guest lectures by authorities on school and community issues. A course designed for those who are not enrolled in Education programs as well as for those who are. *Mrs. Noble.***Ed. 130-1***2 sem. hrs.***The Nature of Classroom Teaching: Secondary Education**Students are placed in hypothetical, decision-making positions which demand understanding of the organization and control of the American Public School. Examination of recent innovations provides the basis from which final broad curriculum goals can be formulated. Students will be expected to participate in field work during the last half of the semester. *Mrs. Noble.*It is recommended that *Ed. 120* and *Psych. 36* be completed before *Ed. 130* is elected(Students specializing in Home Economics may substitute *H. Ec. 35* for *Psych. 36*.)**Ed. 132-2***2 sem. hrs.***Curriculum and Methods in the Secondary School Teaching of English**Consideration of basic issues in the teaching of English on the secondary level: selection and justification of content; models of curriculum design; preparation of lesson plans and units. Weekly observation at a high school will be an important part of the course. *Mrs. Kemp, Mrs. Levi.**Enrollment:* limited to students following the specialization in the secondary school teaching of English

**Ed. 133-2**  
2 sem. hrs.

*Enrollment:* limited to students following the specialization in the secondary school teaching of modern language

**Curriculum and Methods in the Secondary School Teaching of Modern Language**

The actual instructional materials and the specific problems and procedures in the secondary school teaching of modern language. The techniques and methods considered in *Education 130* applied to the teaching of modern language, together with those matters that are unique to the field of modern language. Experience in constructing lesson plans and units. Problems of teaching modern language at various grade levels, in the various curriculum divisions, and to students of varying abilities. *Mrs. Kendrick.*

**Ed. 134-2**  
2 sem. hrs.

*Enrollment:* limited to students following the specialization in the secondary school teaching of history and social studies

**Curriculum and Methods in the Secondary School Teaching of History and Social Studies**

Instructional materials and the specific problems and procedures in the secondary school teaching of history and social studies. Experience in constructing lesson plans and units. Problems of teaching history and social studies at various grade levels and to students of varying abilities. Regular classroom observations will be an important part of the course. *Mrs. Graves.*

**Ed. 135-2**  
2 sem. hrs.

*Enrollment:* limited to students following the specialization in the secondary school teaching of science and mathematics

**Curriculum and Methods in the Secondary School Teaching of Science and Mathematics**

Instructional materials and the specific problems and procedures in the secondary school teaching of science and mathematics. The techniques and methods considered in *Education 130* applied to the teaching of science and mathematics, together with those matters that are unique to these fields. Experience in constructing lesson plans and units. Problems of teaching science and mathematics at various grade levels, in the various curriculum divisions, and to students of varying abilities. *Mrs. Davidson.*

**Ed. 136-2**  
4 sem. hrs.**Curriculum and Methods in the Elementary School Teaching of Reading and Language Arts**

Instructional procedures and the specific content, materials, and problems in the teaching of reading and language arts in the elementary school. *Mr. Weinberg.*

**Ed. 137-1, 2**  
4 sem. hrs.

*Enrollment:* limited to juniors and seniors in the Department of Education concentrating in elementary education

**Curriculum and Methods in the Elementary School Teaching of Mathematics and Science**

Instructional materials and the specific content, problems, and procedures in the teaching of mathematics and science in the elementary school. *Mr. Dougherty.*

**Ed. 138a-2**  
2 sem. hrs.**The Nature of Elementary Classroom Teaching and the Social Studies Curriculum**

Specific problems and procedures with which elementary school teachers must be concerned. Special attention given to planning lessons and teaching units, exploring the use of various materials, and providing for the individual or the group in the elementary school classroom. Specific attention will also be given to content, materials, and procedures in the teaching of social studies. The student will be expected to allow time in her schedule for regular visits to a school for classroom observation.

*Mr. Weinberg.*

**Ed. 138b-2**  
2 sem. hrs.**Curriculum and Methods in the Elementary School Teaching of Art, Music, and Physical Education**

Instructional materials and the specific content, problems, and procedures in the teaching of art, music, and physical education in the elementary school. *Miss Rowe, Mrs. Feinburg, Miss Romney.*

**Ed. 139-0**  
4 sem. hrs.

**Enrollment:** limited

To be taken concurrently with *Ed. 130* and the appropriate special methods course

(Students specializing in Home Economics may take one semester of *Ed. 139* for 2 sem. hrs. of credit.)

**Seminar in Teaching Methods**

Problems specific to the teaching of the several subject-matter fields. Emphasis on demonstration teaching by students in their respective subject-matter fields followed by seminar critiques. Problems of particular importance to the beginning teacher. Students will be expected to participate in closely related field work. *Mrs. Noble.*

**Ed. 140-1, 2**  
12 sem. hrs.

**Prereq.:** consent of the Department

**Student Teaching: Secondary Education**

Each student assumes full responsibility, under supervision, for the teaching of not less than one secondary school class in her subject-matter field for the entire semester. Students are required to attend a weekly seminar related to student teaching. *Mrs. Smith, Mrs. Kemp, Mrs. Levi.*

**Ed. 141-1, 2**  
12 sem. hrs.

**Prereq.:** consent of the Department

**Student Teaching: Elementary Education**

Each student is assigned teaching responsibilities, under supervision, in one of the elementary schools in the Metropolitan Boston area. Students are required to attend a weekly seminar related to student teaching. Under unusual circumstances, this course may be taken in the second semester with the approval of the Department. *Mr. Weinberg and Staff.*

*Education 101* through *Education 107* are open only to graduate students in the Urban Youth Teacher Preparation Program.

**Ed. 101-1** Our Urban Society: An American Imperative

*4 sem. hrs.*

An extensive orientation to prevailing views held at local, state, and federal levels in respect to the inner city. Exposure to the thinking of leading writers and statesmen concerned with the broad range of problems relating to poverty. Recent social, economic, and political changes and their effect on urban society and education, how urban education has viewed itself throughout this period of change, and the conflict that has arisen as a result of these changes. The political, social, recreational, authoritative, and helping institutions operating within the milieu of the inner city, the tasks performed and views held by these institutions, how they are perceived by inner-city residents, and specific social welfare programs and urban renewal programs—their role and effect. Nationwide efforts, public and private, emerging to deal with educational problems, a selected review of case studies with a bearing on the national implications of these problems, and future perspectives. *Mrs. Jones.*

**Ed. 102-1** Curriculum and Methods in the Elementary School Teaching of Reading, Language Arts, and Social Studies: Speaking the Inner-City Child's Language

*4 sem. hrs.*

Instructional procedures and the specific content, materials and problems in the teaching of elementary (grades one through six) reading, language arts, and social studies for the inner-city child. Special emphasis will be placed on the origins and problems of dialect, concept development, and limitations in verbal facility. *Mr. Weinberg.*

**Ed. 103-1, 2** The Nature of Classroom Teaching: The Impact of Urban Life on the Classroom Setting

*4 sem. hrs.*

The history and philosophy of education, teaching methods, the use of materials in teaching, and lesson-plan development. Teaching methods and lesson-plan development taught as applied to urban teaching. *Mrs. Rawlins.*

**Ed. 104-1** Curriculum and Methods in the Elementary School Teaching of Mathematics and Science: New Horizons for the City Child

*4 sem. hrs.*

Present approaches to the development of curriculum for teaching mathematics and science at the elementary level, and comparison of these methods with necessary adaptations in approaches to the inner-city child. Experimental programs being developed explored for possible utilization. *Miss Evans.*

**Ed. 105-2** Student Teaching

*6 sem. hrs.*

Under supervision, students assume responsibility for the teaching of elementary school classes, which may provide opportunities to utilize some of the new techniques learned in previous courses. *Mrs. Rawlins.*

**Ed. 106-2** Professional Seminar

*2 sem. hrs.*

Discussion of students' experiences in dealing with total classroom situation, focusing on anxieties generated by this new experience, accommodation to teacher-supervisor relationships, specific problems with individual youth, and problems arising from the introduction of innovative teaching methods. Also, concentration on a final summarized integration of the learning experience, to provide opportunity for group evaluation of the program and of members' own participation in it. Includes planning future program direction, examining potential gaps in training, and offering recommendations for filling gaps. *Mrs. Rawlins.*

**Ed. 107-2** The School Community

*4 sem. hrs.*

A study of the hierarchy of school administration—its influence upon program and curriculum development and upon teacher functioning and attitudes, consideration of community attitudes toward education, and parent-school interaction. *Mr. O'Bryant.*

**Ed. 108-1, 2** Student Internship

*4 sem. hrs.*

A special workshop experience consisting of field placement in Roxbury at designated child-care and elementary school centers. Under the supervision of experienced field staff, students have opportunities to explore new teaching techniques and to work with inner-city children in nursery and private school settings. This course is a necessary prerequisite to the student teaching experience in the public school system. *Mr. Stone.*

*Education 232 through Education 238 are open only to graduate students in the Master of Arts in Teaching Program.*

**Ed. 232-1** The Teaching of Modern Languages (Secondary School)

*4 sem. hrs.*

*Enrollment:* limited to M.A.T. students in English

Consideration of basic issues in the teaching of English on the secondary level; selection and justification of content; models of curriculum design; preparation of lesson plans and units. Weekly observation at a high school will be an important part of the course. *Mrs. Kemp.*

**Ed. 233-1** The Teaching of Modern Languages (Secondary School)

*4 sem. hrs.*

*Enrollment:* limited to M.A.T. students in modern languages

The actual instructional materials and the specific problems and procedures in the secondary school teaching of modern languages. *Mrs. Kendrick.*

**Ed. 234-1** The Teaching of History and Social Studies

*4 sem. hrs.*

*Enrollment:* limited to M.A.T. students in history and social studies

(Secondary School) Instructional materials and the specific problems and procedures in the secondary school teaching of history and social studies. Experience in constructing lesson plans and units. Problems of teaching history and social studies at various grade levels and to students of varying abilities. Regular classroom observation will be an important part of the course. *Mrs. Graves.*

**Ed. 235-1***4 sem. hrs.*

*Enrollment:* limited to M.A.T. students in science and mathematics

**The Teaching of Mathematics and Science (Secondary School)**

Instructional materials and the specific problems and procedures in the secondary school teaching of science and mathematics.

*Mrs. Davidson.***Ed. 238-1***4 sem. hrs.***The Nature of Elementary Classroom Teaching and the Social Studies Curriculum**

Specific problems and procedures with which elementary school teachers must be concerned. Special attention given to planning lessons and teaching units, exploring the use of various materials, and providing for the individual or the group in the elementary school classroom. Specific attention will also be given to content, materials, and procedures in the teaching of social studies. The student will be expected to allow time in her schedule for regular visits to a school for classroom observation.

*Mr. Weinberg.***English**

Undergraduates should note that *English 10* or *11* or the equivalent is prerequisite to all other English courses. Although registration is in certain cases limited, all advanced courses are open to properly qualified undergraduates. Graduate students may, under advisement, elect any courses needed to supplement or consolidate their undergraduate curriculum, but courses numbered in the hundreds are especially suitable for master's candidates.

**Eng. 10-1, 2***4 sem. hrs.*

though the Department may require 8 sem. hrs. of this course

**Composition and Criticism**

For first-year students whose diagnostic tests indicate that they need practice in writing. Attentive reading of a few selected modern texts with papers interpreting aspects of these texts. Conferences.

*Mr. Nitchie, Mr. Douglas Perry.***Eng. 11-1, 2***4 sem. hrs.*

though the Department may require 8 sem. hrs. of this course

**Criticism of Contemporary Literature**

For first-year students whose diagnostic tests indicate competence in writing but need for practice in criticism. Intensive analysis of a few major contemporary works with critical papers examining specific aspects of these works. Conferences.

*Mr. L'Homme, Mr. David Perry, Mr. Manly, Mr. Gullette, Mr. Klein, Mr. Snowden, Miss Demaso.***Eng. 18-0***4 or 8 sem. hrs.***Humanities**

A comprehensive discussion of great texts in Western literature. Primarily Greek literature during the first semester, including Homer, Greek dramatists, and selections from Plato. During the second semester, readings in Dante, Montaigne, Cervantes,

Shakespeare, and Goethe or similar texts. Intended as a year course, though either semester may be taken for 4 semester hours by arrangement with the instructor. *Mrs. Aaron.*

**Eng. 20a-1 American Writers, 1620-1865**

*4 sem. hrs.*

Reading and discussion of American writers such as Taylor, Edwards, Jefferson, Poe, Emerson, Thoreau, Hawthorne, and Melville. *Mr. Langer.*

**Eng. 20b-2 American Writers, 1865-1900**

*4 or 8 sem. hrs.*

Reading and discussion of writers such as Whitman, Twain, Emily Dickinson, Henry James, Stephen Crane, Dreiser, Henry Adams, and Edith Wharton. *Mr. Langer.*

**Eng. 21-0 English Literature of the Nineteenth Century**

*8 sem. hrs.*

Major British writers of the romantic and Victorian periods: Wordsworth, Byron, Shelley, Keats, Carlyle, Ruskin, Mill, Tennyson, Browning, and Arnold. Critical papers written after conference with instructor. *Mr. Freedman, Mrs. Aaron.*

**[Eng. 24-2 Oral Interpretation of Literature**

*4 sem. hrs.*

Not offered in 1969-70.]

A critical study of literature appropriate for reading aloud—short stories, essays, poetry, scenes from plays—with training in the techniques for conveying orally the sense, mood, attitude, and intent of the author. Conferences with the instructor and practice with the tape recorder.

**Eng. 25-1 American Literature and Thought in the Twentieth Century**

*4 sem. hrs.*

The crisis of identity for the modern American writer, with attention to the autobiographical writings of Henry Adams, F. Scott Fitzgerald, Ernest Hemingway, James Agee, John Steinbeck, and James Baldwin as well as to certain poets such as William Carlos Williams, Ezra Pound, E. E. Cummings, and Robert Lowell. *Mr. Douglas Perry.*

**Eng. 26-2 Modern American Fiction**

*4 sem. hrs.*

American fiction from 1900 to the present, including authors such as Theodore Dreiser, Willa Cather, Edith Wharton, William Faulkner, Nathanael West, Ralph Ellison, Saul Bellow, Bernard Malamud, and William Styron. Attention to writers of the Depression. *Mr. Douglas Perry.*

**Eng. 28-1 English Language—Its Growth and Structure**

*4 sem. hrs.*

*Enrollment: limited*

A survey of various theories of language. Emphasis will be placed upon the study of English syntax, with some work in history, phonetics, usage, semantics, lexicography, and theories of language acquisition. Some discussion of pedagogical implications of the various theories of grammar for those students planning to teach. *Mrs. Levi.*

**Eng. 30-2** The Bible*4 sem. hrs.*

The major religious and ethical preoccupations of Biblical writers. Intensive study of Old Testament narrative, chronicle, poetry, and prophecy, and of New Testament gospels and letters. *Mr. David Perry.*

**Eng. 33-1** English Literature and Society in the Age of Donne and Milton*4 sem. hrs.*

Discussion of such figures as Donne, Jonson, Bacon, Milton, Hobbes, and Dryden, and of the literary, religious, and philosophic conflicts of the seventeenth century. *Mr. Nitchie.*

**Eng. 34-2** English Literature and Society in the Age of Enlightenment*4 sem. hrs.*

Readings in Dryden, Swift, Pope, Johnson, Boswell, Goldsmith, and other significant eighteenth-century writers illustrating the currents of thought in a cosmopolitan age. Supplementary comment on the general culture of the time. *Mr. Freedman.*

**Eng. 35-1** Shakespeare*4 sem. hrs.*

Elective for third-  
and fourth-year  
students only

Analysis of major plays, with comment on the theater of Shakespeare's London. *Mr. Sypher.*

**Eng. 36-2** The English Novel*4 sem. hrs.*

Major British novelists from the eighteenth century to the present, including Richardson, Fielding, Austen, Dickens, Eliot, Hardy, Lawrence, Joyce, and Snow. *Mr. Greene.*

**Eng. 37-2** The Modern Continental and British Novel*4 sem. hrs.*

Analysis of novels by Gide, Céline, Beckett, Mann, Pavese, Rilke, Svevo, Grass, Lawrence, and others, with a critical discussion of the thematic and stylistic concerns that link these writers. *Mr. Gullette.*

**Eng. 39-2** Modern Poetry*4 sem. hrs.*

The principal poets from Thomas Hardy to the present, particularly such dominant figures as W. B. Yeats, T. S. Eliot, and W. H. Auden. *Mr. Nitchie.*

**Eng. 40-1** Types of Drama*4 sem. hrs.*

Superior plays from different historical periods compared and discussed. Dramatic conventions, principles of construction, theories of effect, historical settings, and thematic relations. A survey approach combined with analytical emphasis. *Mr. Manly.*

**Eng. 41-2** Modern Drama*4 sem. hrs.*

Analysis of modern playwrights and plays drawn from the American, British, and Continental theater. An effort is made to relate readings to current performances in the Boston area. *Mr. Manly.*



<b>Eng. 42-1</b>	<b>Introduction to Poetry</b>
<i>4 sem. hrs.</i>	English lyric poetry from Chaucer to the present. The forms, conventions, and styles of the various periods. The backgrounds in Greek and Latin, Provençal, Italian, and French poetry. <i>Mr. L'Homme.</i>
<b>Eng. 50-0</b>	<b>Projects in Writing*</b>
<i>4 or 8 sem. hrs.</i>	Students who wish to fulfill the requirement for independent study by writing should consult the instructor of this course. They must submit in advance sample manuscripts of their work. <i>Mr. Klein.</i>
<b>Eng. 65-0</b>	<b>Directed Study: Senior Thesis</b>
<i>4 sem. hrs.</i>	Members of the Department.
<b>Eng. 80-1</b>	<b>Nineteenth-Century English and Continental Poetry</b>
<i>4 sem. hrs.</i>	Selected texts, chiefly verse, in English, French, and German literature, the last in translation. The complex nature of romanticism, and its relationships to post-Renaissance and modern culture. Short critical papers. <i>Mr. Nitchie.</i>
<b>Eng. 87-1</b>	<b>Russian Literature in Translation</b>
<i>4 sem. hrs.</i>	Major Russian and Soviet authors, including Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Discussion of intellectual and social backgrounds. <i>Mr. Freedman.</i>
<b>Eng. 89-1</b>	<b>Greek Mythology and Religion</b>
<i>4 sem. hrs.</i>	Analysis of the cults, rituals, and myths pertaining to the major gods and heroes. Extensive reading in Homer, Greek tragedy, and such works as Hesiod's <i>Theogony</i> , Ovid's <i>Metamorphoses</i> , Apollonius' <i>Argonautica</i> , and the Homeric hymns. Term papers. <i>Mr. David Perry.</i>
<b>Eng. 91-1</b>	<b>American Literature and Thought at the Turn of the Twentieth Century</b>
<i>4 sem. hrs.</i>	The work and the social and intellectual milieu of figures such as William and Henry James, Charles Beard, Thorstein Veblen, Theodore Dreiser, Hutchins Hapgood, Woodrow Wilson, John Dewey, Willa Cather, Eugene O'Neill, Richard Wright, and T. S. Eliot. <i>Mr. Snowden.</i>
<b>Eng. 92-2</b>	<b>The Conflict of Values in Twentieth-Century Literature</b>
<i>4 sem. hrs.</i>	Various "angles of vision" in modern American and Continental writing: scientism, anti-utopianism, surrealism, social radicalism, existentialism, and alienation in works by writers such as James Joyce, Jean Paul Sartre, Norman Mailer, Ralph Ellison, Aldous Huxley, Franz Kafka, Bertolt Brecht, and Eugène Ionesco. <i>Mr. Snowden.</i>

\*For other courses in writing, see Publication 30, 31, 32, 33.

**Eng. 122-0** Problems in English Literature of the Nineteenth Century*8 sem. hrs.**Prereq.:* consent of the instructor

Intensive analysis of certain philosophic, social, and artistic themes in English and Continental writers. Substantial critical reports written after consultation with the instructor. Intended as a year course, though either semester may be taken for 4 semester hours by arrangement with the instructor. *Mr. Sypher.*

**Eng. 123-2** English Literature, 1875–1939*4 sem. hrs.*

Study of significant works of such writers as Yeats, Conrad, Joyce, Forster, Woolf, Eliot, and Bowen, with special attention to the author's dilemma in a rapidly changing world, and to the growth of the modern critical consciousness. *Mr. L'Homme.*

**[Eng. 125-1]** Romantic Literature*4 sem. hrs.*

Not offered in 1969–70.]

Intensive study of the five major poets as well as such prose writers as Hazlitt, Lamb, Hunt, and De Quincey. Attention to the modern criticism of these writers.

**Eng. 126-2** Realism and Naturalism*4 sem. hrs.*

Selected works of Hardy, Conrad, Bennett, Shaw, Flaubert, Zola, Ibsen, Chekhov, and Pirandello, with special attention to the intellectual and social background of realism and naturalism as literary movements. *Mr. L'Homme.*

**Eng. 132-1** Classic American Writers*4 sem. hrs.**Enrollment:* limited

Studies in depth of such major nineteenth-century writers as Hawthorne, Emerson, Thoreau, Melville, Poe, Twain, Whitman, and Dickinson, with attention to their contributions to the development of a distinctively American literature. The authors read will vary annually. *Mr. Douglas Perry.*

**Eng. 134-1** Swift, Pope, and Johnson*4 sem. hrs.*

Detailed study of the major works of these central figures in the English eighteenth century. *Mr. Greene.*

**Eng. 135-2** Studies in Shakespeare\**4 sem. hrs.*

Discussion of historical, textual, and critical problems arising from major plays, with attention also to Shakespeare's poems. It is assumed that students will already have read in Shakespeare. *Mr. David Perry.*

**Eng. 143-2** Shaw*4 sem. hrs.*

The plays, prefaces, and criticism of Bernard Shaw. Discussion of his times and his theater. *Mr. Bosworth.*

\*Normally alternates with English 144-1 or 125-1.

**Eng. 144-1***4 sem. hrs.**Prereq.:* consent of the instructor**Renaissance Drama and Poetry**

The five principal plays of Marlowe, and selected plays of such authors as Kyd, Webster, Dekker, Heywood, Greene, and Beaumont and Fletcher. Emphasis primarily on drama, but some Renaissance poetry will be read. Detailed study of Shakespeare's sonnets. *Mr. David Perry.*

**Eng. 145-1***4 sem. hrs.***Chaucer**

The principal works of Chaucer (*Troilus and Criseyde, Canterbury Tales*), with some attention to peripheral literature in the romance and fabliau as it bears on his development.

*Mr. Manly.***Eng. 150-2***4 sem. hrs.**Prereq.:* consent of the instructor**Studies in the Novel**

A seminar devoted to intensive reading of Kafka, Camus, and one other author. *Mr. Langer.*

**Eng. 151-2***4 sem. hrs.**Enrollment:* limited**Special Topics in Modern Literature: Modern American Gothic**

Study of the convention of the abnormal in modern American literature, with attention to its nineteenth-century origins and its more recent appearance in the work of William Faulkner, Katherine Anne Porter, Eudora Welty, Carson McCullers, Robert Penn Warren, Truman Capote, William Styron, Davis Grubb, Flannery O'Connor, and John Hawkes. *Mr. Douglas Perry.*

**[Eng. 152-2]***4 sem. hrs.**Prereq.:* consent of the instructor

Not offered in 1969-70.]

**Literature and Society**

In 1968-69: Problems of "race" and identity in major works by William Faulkner, and in the writings of Ralph Ellison, Richard Wright, and James Baldwin.

**Eng. 153-1***4 sem. hrs.**Prereq.:* consent of the instructor**Special Topics in Modern Literature:  
The Literature of Atrocity**

In 1969-70: Readings in Elie Wiesel, Jakov Lind, Guenter Grass, Peter Weiss, Rolf Hochhuth, Pierre Gaspar, Jorge Semprun, Jerzy Kosinski, and others. *Mr. Langer.*

**Eng. 200-0****Directed Study: Master's Thesis****Eng. 170-1***4 sem. hrs.***Symbolism**

Study of selected works of such writers as Baudelaire, Kierkegaard, Verlaine, Mallarmé, Nietzsche, Rilke, Valéry, and Stevens, with special attention to the connections with romanticism, aestheticism, and impressionism. *Mr. L'Homme.*

<b>Eng. 171-2</b>	Milton
4 sem. hrs.	Reading and discussion of Milton's English poetry, with collateral reading in the Latin poems, the prose, and the body of Milton criticism. <i>Mr. Nitchie.</i>
<b>Eng. 175-2</b>	Special Studies in Literature and Music
4 sem. hrs.	Critical examination of the interrelationships of literature and music in comic operas by Mozart, Wagner, Strauss, and Verdi, with emphasis on textual sources and the general theory of comedy. <i>Mr. Freedman.</i>
<b>Eng. 176-1</b>	Masterworks of Victorian Fiction
4 sem. hrs.	Types and theories of Victorian fiction as practiced by the Brontës, Dickens, Thackeray, and George Eliot. <i>Mr. Freedman.</i>
<b>Eng. 182-1</b>	Modern Anglo-Irish Literature
4 sem. hrs.	Critical reading of fiction, verse, drama, and essays by Yeats, "A. E.", Synge, O'Casey, Joyce, Brendan Behan, J. P. Donleavy, and others. The attempts both to create and to rebel from a tradition of Irish literature. <i>Mr. Gullette.</i>
<b>Eng. 183-2</b>	Criticism
4 sem. hrs.	A review of different methods of modern criticism—psychological, social, philosophical, and ethical—applicable to literature and the arts. <i>Mr. Sypher.</i>
<b>Eng. 184-2</b>	Greek and Latin Literature in Translation
<i>Enrollment:</i> limited	Analysis of ancient epic, drama, and philosophy. <i>Mr. Sypher.</i>
<b>Eng. 185-2</b>	Medieval Literature
4 sem. hrs.	Selected works of medieval literature, including epics such as <i>Beowulf</i> and the <i>Nibelungenlied</i> , lyric poems by the troubadours, romances such as Chrétien's <i>Lancelot</i> and Gottfried von Strassburg's <i>Tristan</i> , and Dante's <i>Divine Comedy</i> . <i>Mr. L'Homme.</i>
<b>Eng. 192-2</b>	Soviet Literature
4 sem. hrs.	A study of major Soviet writers such as Gorky, Babel, Mayakovskiy, Sholokov, Ehrenburg, Pasternak, Yevtushenko, Fedin, Tertz, Zoshchenko, Paustovsky, Solzhenitsyn, Ilf and Petrov, and Olesha. Discussion of the intellectual and social milieu of such authors. <i>Mr. Langer.</i>
<b>Amer. St. 190-1</b>	American Studies Seminar
4 sem. hrs.	See page 100 for description. Course administered jointly by the Departments of English and History. <i>Mr. Langer, Mr. Solomon.</i>

### Foreign Study Program

Students may be granted credit for the satisfactory completion of a prescribed program in a duly recognized Foreign Study Program provided each individual proposal is recommended by the school or department concerned, and approved by the Subcommittee on Foreign Study and the Administrative Board. Those considering language study should explore the possibilities as early as possible to assure adequate preparation.

### French

#### Fr. 10-0 Beginning French

8 sem. hrs. Study of the essentials of French syntax, vocabulary, and pronunciation in order to read, speak, and write simple French. *Mr. Mackey.*

#### Fr. 20-0 Intermediate French

8 sem. hrs. An intensive review of grammar, oral practice, and reading of modern French texts of graduated difficulty. Members of the Department.

#### Fr. 28-0 Readings in French Literature and Society

8 sem. hrs. Systematic review of grammar with reading of selected materials to gain an understanding of French civilization and culture. *Mrs. Perruchot.*

#### Fr. 30-1, 34-2 Conversation and Composition

4 or 8 sem. hrs.

Prereq.: Fr. 20 or consent of the instructor

Concentration, with individual assistance, upon pronunciation, enunciation, and intonation, and drill in the everyday French idiom to gain facility and correctness of expression. Individualized readings as a basis for oral and written reports on aspects of French civilization. *Conducted in French. Mrs. Perruchot, Miss Pagé.*

#### Fr. 31-1, 32-2 Major French Writers

4 or 8 sem. hrs.

Intensive reading of masterworks of such figures as Rabelais, Montaigne, Racine, Molière, Voltaire, Rousseau, Hugo, Stendhal, Balzac, and Baudelaire. Introduction to the major trends in French literature and thinking from the Renaissance to the present day. Recommended for students planning to take advanced literature courses. *Lectures and class discussions in French.* Members of the Department.

#### Fr. 33-1, 2 Spoken French

4 sem. hrs.

Prereq.: consent of the instructor

Intensive semester course for students of superior aptitude in French language. Two class meetings a week and four hours of individual oral-aural practice in language laboratory. *Mr. Newman.*

**Fr. 35-2***4 sem. hrs.**Prereq.: Fr. 20 or consent of the instructor***French Civilization**

The role of France in a changing world. Historical, geographical, economic, social, and cultural factors that have shaped the France of today and are preparing the France of tomorrow.

*Mr. Newman.***Fr. 36-2***4 sem. hrs.**Prereq.: Fr. 30 or consent of the instructor***French Linguistics**

An introduction to the historical development of French and to the principles of linguistics as related to the teaching of the language. *Miss Keane.*

**Fr. 65-0***4 sem. hrs.***Directed Study: Senior Thesis****Members of the Department.****Honors Seminar in French**

Periodic meetings under the auspices of the Department. For students who intend to enter graduate school.

**Fr. 137-2***4 sem. hrs.**Prereq.: Fr. 30 or consent of the instructor***Stylistics**

Intensive course in elements of style. Composition, translation, and *explication de textes*. *Miss Pagé.*

**Fr. 140-1***4 sem. hrs.**Prereq.: Fr. 30 or 137 or consent of the instructor***Advanced Composition and Conversation**

An intensive study of the art of written expression, through frequent exercises in writing narrative and critical prose, combined with oral work designed to assure fluency in the spoken language. *Miss Pagé.*

**Fr. 141-1***4 sem. hrs.**Prereq.: Fr. 31, 32 or consent of the instructor***French Literature of the Middle Ages**

A study of the genres that dominated French literature between 1100 and 1500, with special emphasis on the *chanson de geste*, the *roman courtois*, lyric poetry, and the theater. *Miss Keane.*

**[Fr. 142-2]***4 sem. hrs.**Prereq.: Fr. 31, 32 or consent of the instructor  
Not offered in 1969-70.]***French Literature of the Renaissance**

Close reading of selected works of Rabelais, Montaigne, and a number of lyric poets of the sixteenth century.

**Fr. 143-2***4 sem. hrs.**Prereq.: Fr. 31, 32, or consent of the instructor***The Age of Classicism**

A study of the principle currents in seventeenth-century literature: baroque and précieux poetry, *les prosateurs*, Pascal, the novel, the theater of Corneille, Molière, and Racine.

*Mr. Mackey.*

**[Fr. 144-1***4 sem. hrs.*

*Prereq.: Fr. 31, 32 or consent of the instructor*  
 Not offered in 1969-70.]

**The Age of Enlightenment**

A chronological study of the *esprit philosophique* of the Enlightenment, together with a study of other currents of eighteenth-century thought and culture, such as sentimentalism, neoclassicism, pre-romanticism. Emphasis on the *conte philosophique* and the emergence of the novel as a genre.

**[Fr. 145-2***4 sem. hrs.*

*Prereq.: Fr. 31, 32 or consent of the instructor*  
 Not offered in 1969-70.]

**The Theater of the Eighteenth and Nineteenth Centuries**

An inquiry into the nature and innovation of eighteenth-and nineteenth-century theater, with emphasis on the historical and aesthetic development as reflected by a study of specific plays.

**Fr. 146-1***4 sem. hrs.*

*Prereq.: Fr. 31, 32 or consent of the instructor*

**The Nineteenth-Century Novel**

The development of the novel from pre-romanticism through romanticism, realism, and naturalism. Selected texts from such authors as Chateaubriand, Stendhal, Balzac, Flaubert, les Goncourt, Zola, Huysmans, and Proust. *Mr. McKeen.*

**Fr. 147-1***4 sem. hrs.*

*Prereq.: Fr. 31, 32 or consent of the instructor*

**Romantic Poetry**

A thematic and stylistic study of the poetry of Lamartine, Vigny, Hugo, Musset, and Gautier. *Mr. Mackey.*

**Fr. 148-2***4 sem. hrs.*

*Prereq.: Fr. 31, 32 or consent of the instructor*

**Symbolist Poetry**

Intensive study of the poetry of Baudelaire, Rimbaud, and Mallarmé. Reference also made to other symbolist and Parnassian poets, including Leconte de Lisle, Nerval, Lautréamont, and Valéry. *Mr. McKeen.*

**[Fr. 149-1***4 sem. hrs.*

*Prereq.: Fr. 31, 32 or consent of the instructor*  
 Not offered in 1969-70.]

**Modern Poetry and Theater**

French poets from 1900 to the present such as Apollinaire, Valéry, Saint-John Perse, Prévert, Michaux. Twentieth-century playwrights, such as Claudel, Giraudoux, Anouilh, Camus, Montherlant, Sartre, Ionesco, Beckett, Adamov.

**Fr. 150-2***4 sem. hrs.*

*Prereq.: Fr. 31, 32 or consent of the instructor*

**The Modern Novel**

The main movements in the French novel starting with Proust, including Gide, Bernanos, Mauriac, Sartre, Malraux and the leading authors of the *nouveau roman* such as Butor, Robbe-Grillet, Sarraute. *Miss Pagé.*

**[Fr. 151-2***4 sem. hrs.*

*Prereq.: Fr. 31, 32 or consent of the instructor*  
 Not offered in 1969-70.]

**Gide, Sartre, Camus**

The major themes of modern French literature and a study of existentialist thought as seen in the works of three authors. Emphasis on the *récits* of Gide, the plays of Sartre, and the novels of Camus.

**German****Ger. 10-0** Beginning German

8 sem. hrs.

Development of reading ability, with essentials of grammar. Elementary reading material followed by short stories. Oral-aural practice. *Mr. Klein.***Ger. 20-0** Intermediate German

8 sem. hrs.

Prereq.: *Ger. 10* or the equivalentContinuation of *German 10*. Practice in accurate translation followed by readings in narrative and dramatic literature. Introduction to German civilization. Practice in conversation. *Mrs. Wells.***Ger. 25-0** Readings in Contemporary Narrative and Dramatic Literature

8 sem. hrs.

Prereq.: high achievement in the placement test or in *Ger. 10*Introduction to German intellectual and social history. Extensive outside reading. Practice in conversation. *Mr. Klein.***Ger. 30-1** Goethe's Faust and the Faust Legend in European Literature

4 sem. hrs.

Prereq.: *Ger. 20* or the equivalentThe representative work of the "representative man" of his age: sources of the Faust legend, its dramatization by Marlowe in *Dr. Faustus*, and, chiefly, its significance as the expression of Goethe's views. Outside reading in other works of Goethe. Written reports. *Mr. Klein.***Ger. 31-2** Contemporary German Literature

4 sem. hrs.

Prereq.: *Ger. 20* or the equivalentShort stories, essays, and Novellen by representatives of the leading trends in German literature since 1900, e.g., Günter Grass, Borchert, Thomas Mann, Heinrich Mann, Hesse, Brecht, Goes, and Bergengruen. Parallel readings in other European and American writers. Oral and written reports on collateral reading. *Mr. Klein.***[Ger. 32-2]**

4 sem. hrs.

Prereq.: *Ger. 20* or the equivalent

Not offered in 1969-70.]

## Modern German Drama

German drama from 1890 to the present as an expression of changing aesthetic, cultural, and social ideas. Naturalism (Hauptmann, Holz, and Schlaf), symbolism (von Hofmannsthal), expressionism (Wedeck, Toller, Georg Kaiser, Brecht), postwar drama (Dürrenmatt, Zuckmeyer, Max Frisch, Billinger). Collateral readings in such dramatists as Ibsen, Strindberg, Chekhov, O'Neill, Wilder, Miller, and Anouilh.

**[Ger. 34-1, 35-2]**

4 or 8 sem. hrs.

Prereq.: *Ger. 20* or the equivalent

Not offered in 1969-70.]

## Introduction to German Literature

Reading and interpretation of major German writers from medieval times to the present. First semester, through the classical age; second semester, from romanticism to the present.

**Ger. 36-1** Conversation and Composition*4 sem. hrs.*

*Prereq.:* *Ger. 20 or the equivalent*

Practice in speaking and writing German based on texts from German literary and cultural history. Some stylistic training through translation of original English texts. *Mr. Klein.*

**Government****Gov. 21-1** Government in the United States—Federal System*4 sem. hrs.*

Analysis of the institutional development of American national government, emphasizing the Presidency, Congress, and the Supreme Court. Special attention to the political process, parties, pressure groups, and the bureaucracy. *Mr. Miles.*

**Gov. 22-2** Government in the United States—Metropolitan and*4 sem. hrs.*

Regional Politics

The policy-making process and governmental problems experienced by state and by metropolitan and regional governments. Major emphasis upon the systems in the Northeast, including New England and Greater Boston and the urban centers around Boston. Problems include governmental responsibility and authority, constitutional changes, transportation, urban development and planning, housing, health, pollution, corruption, and violence. Lectures on specific problems, studies of several states and metropolitan areas, and publications of the states and urban centers. Observations of some phases of each governmental system in action. *Mrs. Milburn.*

**Gov. 23-1** Classical and Early Modern Political Theory*4 sem. hrs.*

The central themes and principles of classical political thought, Christian variations on the classical themes, and the nature of the rationalist break with that thought during the Renaissance and the Enlightenment. Among the philosophers considered: Plato, Aristotle, Cicero, Augustine, Hobbes, Spinoza, Locke, and Rousseau. *Mr. Tollefson.*

**Gov. 24-2** Political Theory During the Last Two Centuries*4 sem. hrs.*

The main tendencies in political thought during the last two centuries, in particular the underlying principles of the historical, positivist, and existential schools of thought, concluding with an examination of the principles underlying the behavioral and social sciences today. Among the philosophers and thinkers: Hegel, Mill, Marx, Nietzsche, Weber, and Dewey. *Mr. Tollefson.*

**Gov. 30-1** Governments in the Modern World—European*4 sem. hrs.*

The two extreme patterns for governmental structure—representative democracy and autocracy—and the institutions and procedures through which governmental decisions are made. The systems of some western and eastern European states and comparative analyses of their decision-making processes. *Mrs. Milburn.*

**Gov. 31-2** Governments in the Modern World—Asian and African

*4 sem. hrs.*

Problems faced by some of the old and new indigenous governments in Asia and Africa. The success of attempts to incorporate representative-democratic features in areas which had not known, to any extent, such governmental responsibilities. Sources for the course include a number of related books and visiting lecturers. *Mrs. Milburn.*

**Gov. 32-2** International Relations

*4 sem. hrs.*

The nation state as the unit of international relations; the elements which give substance to the foreign policy of the nation state; the limitations of international law, organization, and opinion on actions of nation states; the essential policies of major powers; problem areas in the present-day world, and problems such as disarmament, atomic energy, and world trade. *Mr. Tollefson.*

**Gov. 40-1** Public Administration

*4 sem. hrs.*

Basic principles, practices, and problems of administrative organization and management in modern American governmental units. *Mr. Miles.*

**Gov. 41-2** Seminar in Public Administration

*4 sem. hrs.*

*Prereq.:* consent of the instructor

Basic problems in American administrative experience such as planning, personnel practices, organization and methods procedures, and budgeting. Individual or group reports. *Mr. Miles.*

**Gov. 42-1** Public Opinion, the Mass Media, and American Democracy

*4 sem. hrs.*

Participation of the modern communications media in American politics. The role of public opinion in obtaining thoughtful deliberation and wise decision-making from political leaders working in the modern media setting. Media participation in the election process and the problem of media control within the constitutional framework. *Mr. Tollefson.*

**Gov. 43-1, 2**

*Credit to be arranged*

*Prereq.:* consent of the Department

Reading and Research

Open to students in governmental affairs wishing to do advanced work in the area with a member of the Department. Members of the Department.

**Gov. 44-2** Science and Government

*4 sem. hrs.*

The impact of scientific development on the United States government. Public policy in this area, including personnel, security arrangements, atomic development, and administration, with emphasis on the role of the scientist in politics and the special problems involved in research and development.

*Mr. Miles.*

**Gov. 45-1** Modern Political Parties and The Governmental Process*4 sem. hrs.*

Effect of parties in the governmental process. Comparisons of party structures and functions in various governmental systems, including experiences of the United States, and of European and developing countries. Some emphasis upon local, regional, and national orientations. Analysis of the one-party, two-party, and multiparty systems. *Mrs. Milburn.*

**Gov. 51-1***4 sem. hrs.*

For the year 1969-70  
the seminar topic is  
    Existentialist  
    Political Thought  
*Enrollment:* limited

## Seminar in Political Theory

An examination of the works of a political theorist (i.e., Plato, Locke, Marx), a way of thinking (i.e., Stoicism, Natural Rights, Existentialism), or a problem in political theory (i.e., order, freedom, democracy). The student is expected to do research in depth and to present a paper for discussion on some aspect of the subject. *Mr. Tollefson.*

**Gov. 52-2***4 sem. hrs.*

For the year 1969-70  
the seminar topic is  
    The United Nations:  
    how can it be made  
        effective?  
*Enrollment:* limited

## Seminar in International Relations

An examination of a political region (i.e., China and its neighbors), an international dispute (i.e., The Arab-Israeli dispute) an international institution (i.e., the United Nations peace-keeping organization), or an issue of international politics (i.e., disarmament). The student is expected to do research in depth and to present a paper for discussion on some aspect of the subject. *Mr. Tollefson.*

**Gov. 65-2***4 sem. hrs.*

## Directed Study: Senior Thesis

Members of the Department.

**Gov. 150-0***4-8 sem. hrs.*

Seminar

*8 sem. hrs.*  
Field Work

## Seminar and Field Work in Urban and State Politics

*(for continuing education students)*

A two-semester seminar for women interested in political and administrative service. The first-semester seminar will deal with problems of urban, metropolitan, regional, and state governments and the skills necessary for various types of governmental service. Opportunity for field work for the equivalent of six weeks of full-time work in a governmental or political office, and for weekly evaluation meetings and a final evaluation paper during the last part of the first semester and the first part of the second semester. Second-semester seminar will deal with depth analyses of urban and state problems and discussion in light of field work experiences. Special attention to such problems as campaigning, governmental organization and divisions, housing, model cities, poverty, transportation, crime, and pollution. Lecturers from various governmental offices, student analysis of problems and research papers, and field work experience and evaluation. *Mrs. Milburn, Director; Mrs. Taymor, Lecturer.*

## American Diplomatic History

See *History 54*

American Constitutional History

See *History 51*

**History\***

**General Courses**

**Hist. 13-1** The Dynamics of Revolution (Pre-Twentieth Century)

4 sem. hrs.

An introductory course studying various types of pre-twentieth century revolutions with the objective of establishing useful definitions and methods of analysis; examination in detail of the American, French, and Industrial Revolutions through lectures, discussion sections, readings, and short papers.

*Mr. Halko, Mr. Hawthorne.*

**Hist. 14-2** Revolution in the Twentieth Century

4 sem. hrs.

Analysis of the nature and significance of various types of revolutions in the modern world: the Russian and Cuban revolutions and, in individualized study, the emerging nations and the American civil rights revolution. *Mr. Halko, Mr. Hawthorne.*

**Hist. 117-1** Historical Geography (Seminar)

4 sem. hrs.

Analysis of the human use of the earth in the past. Includes development of northeastern United States from frontier to megropolis, theories about geopolitics and climate, and history of exploration and mapmaking. Discussion, field trips, and a major case study. *Mr. Lyman.*

**Hist. 198-2** Historiography (Seminar)

4 sem. hrs.

An examination of the history of history, recent problems in theory of history, possible alliances with other social sciences, and new research strategies. (For students who will be taking *History 65*, the seminar paper will be related to the senior thesis.) *Mr. Lyman* and Members of the Department.

**Europe by Period**

**Hist. 20-1** Ancient Near East and Greece

4 sem. hrs.

A survey of the development of civilization, particularly in Mesopotamia, Egypt, Palestine, and Greek lands. Traditional aspects of history covered, with special emphasis on social, economic, constitutional, and cultural topics. Much class time devoted to interpretation of sources and secondary writings, and to techniques for studying ancient civilizations. *Mr. Lyman.*

\*Students desiring to take history courses not offered by Simmons are encouraged to consult the catalogue of Emmanuel College. When appropriate, arrangements to enroll in Emmanuel courses can be made through the Office of the Provost of Simmons College.

<b>Hist. 21-2</b>	<b>Rome and the Late Classical Empire</b>
<i>4 sem. hrs.</i>	A survey of Roman civilization from the foundation to the fall. Traditional aspects of history covered, with special emphasis on social, economic, constitutional, and cultural topics. Much class time devoted to interpretation of sources and secondary writings, and to techniques for studying ancient civilizations. <i>Mr. Lyman.</i>
<b>Hist. 22-1</b>	<b>Medieval History</b>
<i>4 sem. hrs.</i>	Selected aspects of medieval civilization, beginning with the fourth and ending with the thirteenth century. Emphasis on social and economic organization. Special attention given to northwestern Europe. <i>Mr. Lyman.</i>
<b>Hist. 24-2</b>	<b>Renaissance and Reformation</b>
<i>4 sem. hrs.</i>	A history of Europe from 1350 to 1650, with emphasis on intellectual and cultural movements and on developments in religious thought and institutions. Source readings, audio-visual materials, and a term paper. <i>Mrs. McIntosh.</i>
<b>Hist. 27-1</b>	<b>Nineteenth-Century Europe</b>
<i>4 sem. hrs.</i>	Consideration of European History from the French Revolution to the First World War. Special attention is given to the forces which made the nineteenth century both unique and creative of characteristics of the twentieth century. <i>Mr. Hunter.</i>
<b>Hist. 28-2</b>	<b>Twentieth-Century Europe</b>
<i>4 sem. hrs.</i>	An appraisal of the efforts to reach a settlement after World War I; investigation of the attempts of the several states to cope with the complexities of modern society and examination of the causes and aftermath of World War II. <i>Mr. Kahl.</i>
<b>Hist. 123-2</b>	<b>Selected Periods in Early European History (Seminar)</b>
<i>4 sem. hrs.</i>	Prereq.: Hist. 20 or 21 or 22 as appropriate, or consent of the instructor
	Close investigation of a single period or problem in ancient or medieval history. Following critical discussion of primary and secondary materials, students develop specialized aspects as research projects. 1970: The Crusades. 1971: Palestine in the Days of Jesus and Josephus. <i>Mr. Lyman.</i>
	<b>Europe by Topic or Nation</b>
<b>Hist. 30-1</b>	<b>History of England, 1485-1714</b>
<i>4 sem. hrs.</i>	An analysis of developments in government, in social and economic organization, and in intellectual, religious, and cultural life. Three topics will be emphasized in 1969-70: the English Reformation, the coming of the Renaissance to England, and the events and ideas of the English Civil War. Papers will be based upon the reading of original sources from the period. <i>Mrs. McIntosh.</i>

**Hist. 31-2** History of England, 1714 to the Present*4 sem. hrs.*

The course will consider changes in social and economic life, in the structure and function of government, and in ideas. In 1969-70 particular attention will be given to some of the social, political and intellectual crises of the nineteenth century, using student papers on a range of topics as the basis for comparative discussion. *Mrs. McIntosh.*

**Hist. 32-2** Modern France*4 sem. hrs.*

The history of France from the old regime to the present, with emphasis on political, social, and economic institutions and on the changing roles of France in European affairs. *Mr. Hunter.*

**Hist. 132-2** Problems in Modern European History:  
Stability and Reform in France*4 sem. hrs.*

A study through discussion and individual research of the sources of instability and strength in France since the Old Regime. Emphasis will be placed upon the significance of selected critical moments and movements upon both their own times and upon the present. *Mr. Hunter.*

**Africa****Hist. 71-1** History of Sub-Saharan Africa

The course will concentrate on Nigerian history, although there will be some reading on general African history. Examination of Nigerian culture and history before contact with Europe, analysis of the effects of Western civilization and the colonial system, and consideration of the problems of an independent Nigeria. Reading in history, ethnography, and novels; papers and outside speakers. *Mrs. McIntosh.*

**United States by Period****Hist. 40-1, 41-2***4 or 8 sem. hrs.*

Offered: as a year course; or either half may be taken separately

**History of American Civilization, I and II**

*History 40:* Development of the democratic spirit and of American political and social institutions from the eighteenth century through the Reconstruction period. *Mr. Halko.*

*History 41:* The development of American life since the Civil War and the reorientation of democracy from agrarian to urban problems as America comes of age as a society and as a world power. *Mr. Hawthorne.*

Outside reading and class discussion supplement the lectures throughout the year.

**Hist. 43-1** United States Colonial History*4 sem. hrs.*

The European background of the migrations to America, the settlement of the thirteen colonies, their internal development and growth, the role they played in the British Empire, and the forces leading to the outbreak of the Revolution in 1776.

*Mr. Halko.*

**Hist. 145-2** **America Before the Revolution, 1760-1776 (Seminar)***4 sem. hrs.**Prereq.:* *Hist. 40 and 43, or consent of the instructor*

An investigation by the students of the interpretational literature on the causes of the American Revolution. Readings in primary and secondary sources analyzed in discussions and short papers. *Mr. Halko.*

**Hist. 51-2***4 sem. hrs.**Prereq.:* *Hist. 40, 41, or consent of the instructor*

May count toward Government requirement

**United States by Topic****American Constitutional History, 1789 to the Present**

The development of American law as reflected in historical judicial decisions. Traces the history of the Supreme Court through the major crises of American History, state-rights versus nationalism in the nineteenth century, and human rights and civil liberties in the twentieth. *Mr. Halko.*

**Hist. 53-1***4 sem. hrs.***American Diplomatic History, I**

Readings, discussions, and lectures directed toward an understanding of the role played in the formation of American Foreign Policy by the American people as well as their political leaders; 1789-1939. *Mr. Hawthorne.*

**Hist. 54-2***4 sem. hrs.*

May count toward Government requirement

**American Diplomatic History, II**

America and her role in world affairs from 1940 to the present. Lectures, special discussion sections. *Mr. Hawthorne.*

**Hist. 59-1***4 sem. hrs.**Prereq.:* *8 sem. hrs. of either American history or American literature***Afro-American Political and Social Thought**

An examination of the rise and development of Negro movement and ideology in search of freedom in America. Among the questions and events considered: the historic relationship of black and white in America; slavery in the eighteenth century; the Negro and the American Revolution; the Free Negro and the Convention Movement; the Plantation; Slave Revolts, and the "Sambo" myth; the Negro and the Abolitionist Movement; Reconstruction; the rise of Booker T. Washington; the Niagara Movement, Garveyism and Black Nationalism; the "New" Negro and the Literary Renaissance; Radicalism, Marxism, and the Negro; the contemporary movement and its trends. Readings in original sources, novels, and recent scholarly works. *Mr. Solomon.*

**Hist. 156-1***4 sem. hrs.**Prereq.:* *work in a chronologically appropriate course in American history or literature, or consent of the instructor***History of American Thought, I (Seminar)**

An examination of the major ideas and thinkers in the United States from Colonial times through the Civil War, utilizing both a variety of documents from that era and the monographs of twentieth-century historians. Student essays on the reading and a major critical paper. *Mr. Hawthorne.*

**Hist. 157-2**

4 sem. hrs.

*Prereq.:* same as for  
*Hist. 156-1*

**History of American Thought, II (Seminar)**

An analysis of American thought and attitudes from 1860 to the present. In 1969-1970 the seminar will concentrate upon the intellectual and social movements of the 1930's. There will be extensive analysis of literary and political writings, and utilization of films, records, and eye-witness accounts. Short analytical reports and a major critical paper will be required of each student. *Mr. Solomon.*

**Required for honors candidates**

**Hist. 65-1**

4 sem. hrs.

*Prereq.:* *Hist. 98* and  
consent of  
the Department

**Directed Study: Senior Thesis**

For candidates for honors in history. Includes a senior thesis and a comprehensive examination. Members of the Department.

**Interdepartmental Course**

**Amer. St. 190-1**

4 sem. hrs.

**American Studies Seminar**

See page 100 for description. Administered jointly by the Departments of English and History.

**Ed. 134-2**

2 sem. hrs.

**Curriculum and Methods in the Secondary School Teaching of History and Social Studies**

See page 118 for description. Administered jointly by the Departments of Education and History.

**Ed. 234-1**

4 sem. hrs.

**The Teaching of History and Social Studies (Secondary School)**

See page 121 for description. Administered jointly by the Departments of Education and History.

**Phil. 43-2**

4 sem. hrs.

**Philosophy and Society in the Nineteenth Century**

See page 156 for description. Administered jointly by the Departments of History and Philosophy. Recommended to students interested in intellectual history.

**Interinstitutional Courses: Offered at Emmanuel College\***

**Hist. 36-1**

**Russian Intellectual History**

Russian Intellectual History. *Mrs. Herzstein.*

**[Hist. 37-1, 38-2**

**Russia to 1917**

Not offered in 1969-70.]

Russia to 1917.

**Hist. 39-2**

**History of Soviet Russia**

History of Soviet Russia. *Mrs. Herzstein.*

\**Simmons students may consider these courses to be offered by Simmons College*

## Home Economics

### H. Ec. 10-2 Home Economics for Contemporary Living

4 sem. hrs.

A non-laboratory course planned exclusively for majors in fields other than home economics. Development of a philosophy of desirable home and family life in today's world. Ways in which family goals may be attained through the wise management of time, energy, money, and material resources. Consideration given to housing and household equipment, finance and consumer problems, nutrition and food selection, textiles and clothing, child development, and family relations. Members of the Department.

### H. Ec. 20-1, 2 Clothing

4 sem. hrs.

Theories and principles of modern methods of clothing construction applied to problems of the individual. Understanding of fabric characteristics and of design in relation to clothing. Sociological, psychological, and economic factors considered.

*Mrs. Facktoroff.*

### H. Ec. 21-2 Textiles

4 sem. hrs.

*Prereq.:* consent of the Department

Natural and man-made fibers, yarns, construction methods, design, and finishing agents, as related to selection and care of fabrics. Individual projects of comparative fabric quality for various end uses. Field trips to museums, mills, and textile research laboratories. *Mrs. Gawne.*

### H. Ec. 22-1 Design

4 sem. hrs.

Developing visual sensitivity. Appreciation of design elements in contemporary environment, including architecture and industrial and interior design. Illustrated lectures and discussions, field trips, and creative work combine to increase responsiveness to contemporary art. Opportunity for individual study in specific areas of interest. *Mrs. Tarlow.*

### H. Ec. 23-1, 2 Foods

4 sem. hrs.

Application of scientific principles to food preparation. Meal management as influenced by food costs, nutritive and aesthetic values, available time, and sociological patterns. *Miss Patterson, Mrs. Wilkins.*

### [H. Ec. 24 Hospital Food Service

4 sem. hrs.

*Prereq.:* *Biol. 21*

Not offered in 1969-70.]

Fundamental principles of organization and management of food service operations.

### H. Ec. 25-1, 2 Nutrition

4 sem. hrs.

The fundamentals and recent developments in the science of nutrition as they relate to food selection and to the needs of

individuals and groups; and the relation of nutrition to health. Readings in scientific sources and a term paper. *Mrs. Wilkins, Miss Ross.*

**[H. Ec. 26 Normal and Therapeutic Nutrition**

*4 sem. hrs.*  
Survey of basic principles of normal nutrition and of diet therapy.

Not offered in 1969–70.]

**H. Ec. 30-1, 2 Tailoring**

*4 sem. hrs.*  
*Prereq.:* H. Ec. 20  
Construction of tailored suits and coats using custom tailoring and dressmaker tailoring techniques. Cutting and adjusting to fit the individual figure. Pressing and blocking of tailored garments. *Mrs. Facktoroff.*

**H. Ec. 33-1, 2 Advanced Foods**

*4 sem. hrs.*  
*Prereq.:* H. Ec. 23  
Critical analysis of recent developments in food production, preservation, and preparation; including economic, scientific, aesthetic, and sociological implications. An appraisal of world food patterns. Laboratory emphasis on professional standards and procedures for evaluating food products. Selected reading. Independent project in area of specific interest. *Miss Patterson, Mrs. Wilkins.*

**H. Ec. 34-1, 2 Home Management**

*4 sem. hrs.*  
Philosophies of management and utilization of family resources as related to stages of the family life cycle; housing and household equipment. Taped case studies and independent research. *Miss Bevacqua.*

**H. Ec. 35-1, 2 Child and Adolescent Growth and Development**

*4 sem. hrs.*  
*Prereq. or concurrent:*  
*Psych. 20*  
The development of the child from conception through adolescence. The significance of physical, social, emotional, and intellectual growth and development, and the importance of early events, in the development of a mature personality. Experience with young children provided by observation and participation in the Simmons College Child Study Center. Students in programs other than Home Economics and Education may enroll with the consent of the Chairman. *Miss Morgan.*

**H. Ec. 36-1 Field Experience in Home Economics Education**

*2 sem. hrs.*  
Teaching in a settlement house in the vicinity of Boston one afternoon each week during the semester. Weekly group conferences for organizing and discussing teaching materials and techniques, class activities, and the influence of family life on the personality development of children. Individual conferences on teaching problems. *Mrs. Hall.*

**H. Ec. 37-2***4 sem. hrs.*

*Prereq.: H. Ec. 33 or the equivalent, and consent of the Department*

**Demonstration Techniques**

Observation, discussion, and presentation of food demonstrations. Emphasis on effective techniques. *Miss Patterson.*

**H. Ec. 38-1***4 sem. hrs.*

*Prereq.: H. Ec. 35 and consent of the Department*

**Early Childhood Programs: Methods and Materials**

Principles of program planning for young children. Planning, preparation, and evaluation of materials—graphic and plastic arts, music, science and nature, literature, creative dramatics, play equipment—and an understanding of how these media contribute to a child's growing awareness of his environment and to his continued development. Experience with young children provided by observation and participation in the Simmons College Child Study Center. Opportunities for additional field experience arranged in accordance with individual needs and interests. *Mrs. Wyman.*

**H. Ec. 40-2***4 sem. hrs.*

*Prereq.: H. Ec. 20 and H. Ec. 30 or consent of the Department*

**Clothing Design**

Fundamentals of clothing design and pattern drafting. Designs of clothing developed through pattern-drafting techniques. Fashion through the centuries; the effects of times and mores. *Mrs. Faktoroff.*

**H. Ec. 43-2***4 sem. hrs.*

*Prereq.: Chem. 13 or 20 and H. Ec. 33*

**Experimental Foods**

Physical and chemical factors affecting the quality of cooked food, including analysis of standard recipes and procedures. Review of recent research in foods. Independent research projects. *Miss Patterson.*

**H. Ec. 45-1***4 sem. hrs.*

*Prereq.: Biol. 34, Chem. 21, H. Ec. 25, or the equivalents*

**Advanced Nutrition**

Digestion, absorption, and metabolic functions of individual nutrients. Analysis of dietary allowances and food tables. Nutrition histories. Physiological and socioeconomic causes of primary nutritional disease, with special attention to protein-calorie and vitamin deficiencies. Individual study, with class discussion and evaluation. *Miss Ross.*

**H. Ec. 46-2***4 sem. hrs.*

*Prereq.: H. Ec. 45 or consent of the Department*

**Therapeutic Nutrition**

Nutritional aspects and dietary treatment of pre- and postoperative states, cirrhosis of the liver, peptic ulcers, ulcerative colitis, cardiovascular and chronic renal disease, phenylketonuria and other inborn errors of metabolism, diabetes, nontropical sprue, and other problems of intestinal malabsorption. Dietary calculations with the use of food exchanges. Special feeding methods. *Mrs. Abbott.*

**H. Ec. 47-1, 2**

4 sem. hrs.

Consumer Education

Financial planning and market selection problems facing consumers in the use of income for present and future needs. Consumer protection, labeling, packaging, pricing, credit, insurance, and savings management. Independent projects. *Miss Bevacqua.*

**H. Ec. 49-2**

8 sem. hrs.

*Prereq.:* H. Ec. 38 and consent of the Department

Field Experience and Seminar in Child Development

Observation and teaching experience in early childhood programs; communicating with young children and handling individual and group problems. Teaching experience arranged, according to the special interests of students, in the Simmons College Child Study Center, day-care centers, hospitals, and other schools, or with retarded children. Seminar supplements and evaluates varied teaching experiences and provides intensive study of children. Individual research and conferences. *Miss Morgan.*

**H. Ec. 51-2**

4 sem. hrs.

House Planning and Interior Decoration

Each student plans the layout and decoration of a house; chooses the community in which the house might be built and the plot of land where it is to be placed; considers traditional and new methods of house planning and building. Choice and use of furniture; wall, floor, and window treatment; emphasis on color, line, and texture; and budget limitations, family needs, and requirements of modern living. *Mrs. O'Connor.*

**H. Ec. 52-1**

4 sem. hrs.

*Prereq.:* H. Ec. 23 and 25 or consent of the Department

Quantity Food Administration

Quantity food purchasing and production; selection, purchasing, and maintenance of equipment; layouts. Analytic and interpretive approach to problems of food service administrators. Field trips to wholesale meat, poultry, and produce markets; equipment manufacturers; automated food purveyors; kitchens and dining halls in colleges, hospitals, hotels, restaurants, and school lunchrooms. Weekly seminar. Cost of transportation and meals when on field assignments, approximately \$20. *Miss \_\_\_\_\_.*

**H. Ec. 54-1**

4 sem. hrs.

*Enrollment:* limited to students following the concentration in home economics education

Students enroll concurrently in H. Ec. 55

Curriculum and Methods in the Teaching of Home Economics

Before student teaching (*Home Economics 55*), methods of selecting, organizing, and evaluating learning experiences in the teaching of home economics in junior and senior high schools. After student teaching, seminars on home economics in vocational and adult education, the professional role of the home economist, and individual teaching problems.

*Mrs. Gawne.*

**H. Ec. 55-1**

8 sem. hrs.

*Enrollment:* limited to students enrolled concurrently in H. Ec. 54

Student Teaching and Individual Study in Home Economics

Six weeks' teaching in junior and senior high schools near Boston. Planning experiences for boys and girls in foods and nutrition, clothing, home management, child study, consumer education, and personal and family relations; directing other

school activities. Individual study of one issue of contemporary education related to home economics. Cost of transportation to cooperating centers, approximately \$50. *Mrs. Gawne*.

**H. Ec. 56-2**

*4 sem. hrs.*

*Prereq.:* *H. Ec. 25 and 33 or equivalents, and consent of the Department*

Offered only if there is sufficient demand.

**Introduction to Public Health Nutrition**

The role of nutrition in such public health programs as maternal and child health, school health, chronic disease, and gerontology. An explanation of the functions and interrelationships of members of the public health team: medical health officer, public health nurse, health educator, sanitarian, and nutritionist. Field experience in health agencies at state and local levels. Cost of transportation for field assignment, approximately \$15. *Miss \_\_\_\_\_.*

**H. Ec. 57-2**

*4 sem. hrs.*

Open to all second-, third-, and fourth-year students

**Family Relations**

Characteristics of the American family today, challenges and problems of various family developmental stages with special emphasis on factors basic to successful family living. Independent exploration of two topics of special interest. *Mrs. Gawne*.

**H. Ec. 59-1,  
and/or 2**

*2 or 4 sem. hrs.  
in either or  
both semesters*

*Prereq.:* consent of the Department

**Individual Study in Home Economics**

Individual work in one of the areas of home economics. Members of the Department.

**H. Ec. 62-2**

*4-8 sem. hrs.*

**Seminar in Normal and Therapeutic Nutrition**

For fourth-year students following the concentration in institution management, dietetics, and foods and nutrition. Individual and group reports, and discussion. *Mrs. Abbott*.

**H. Ec. 200**

*4-8 sem. hrs.*

**Thesis in Home Economics Education**

Degree candidacy in the graduate program in home economics education required. Individual study in an area of special interest. Regular conferences with the staff throughout the period of registration. *Mrs. Gawne, Miss Ross*, and Members of the Department.

**Honors Programs**

Honors programs are offered to qualified students in certain departments. Programs are offered in English, French, Spanish, economics, government, history, chemistry, psychology, and physics. (See page 47)

### **Individual Study**

**60-1, 2** Nearly all departments arrange, through special courses, to allow all students to concentrate in some field of interest in which they may do individual study. These courses are conducted exclusively by individual conferences and reports, and the hours and credits are specifically determined for each student. These courses may not duplicate material available through a course in a recognized curriculum. Individual study courses should contribute to a coherent pattern and the individual student's academic program. Approval must be given by the individual instructor of the course and the student's academic advisor. A student may not take more than four individual study courses during her baccalaureate program.

### **Introduction to the College**

A required freshman course concerning Simmons and its programs is intended to assist the first-year student in her adjustment to new responsibilities and environment. Talks are given on study habits and techniques, health, social relationships, self-understanding, and academic matters. Information relevant to career planning is presented and the student is given opportunity for question and discussion. *Miss Clifton* and special lecturers.

**Library Science** See page 184 for information about courses.

### **Mathematics**

**Math. 01-1, 2** *Introductory Statistics*

*4 sem. hrs.*

*Prereq.:* high school algebra

Elements of probability and statistics. Analysis of data, statistical distributions, measures of central tendency, etc. Applications to economics, psychology, biology, and other fields. Intended primarily for students in the biological, behavioral, or social sciences. This course will not count toward a departmental concentration. Members of the Department.

**Math. 02-2** *Finite Mathematics*

*4 sem. hrs.*

*Prereq.:* high school algebra

Mathematical logic, algebra of sets, combinatorial problems and elementary probability theory, vectors, and matrices. Applications to social and behavioral sciences. This course will not count toward a departmental concentration. Members of the Department.

**Math. 10-1** **Calculus I***4 sem. hrs.*

*Prereq.:* high school mathematics through coordinate geometry and trigonometry

Coordinates, lines, and conics. Differential and integral calculus of algebraic functions. Applications to maxima, minima, areas, volumes, and physical problems. Members of the Department.

**Math. 11-2** **Calculus II***4 sem. hrs.*

*Prereq.:* Math. 10

Polar coordinates; parametric equations. Calculus of transcendental functions. Technique of integration. Indeterminant forms, improper integrals, and applications. Members of the Department.

**Math. 22-1** **Linear Algebra***4 sem. hrs.*

*Prereq.:* sophomore standing or consent of the instructor

Real vector spaces, linear transformations, matrix theory, inner products, determinants, and applications. Selected topics from dual spaces, bilinear functions, quadratic forms, complex vector spaces, and spectral theory. *Mrs. Rohatgi, Mrs. Bridger.*

**Math. 23-2** **Algebraic Structures***4 sem. hrs.*

*Prereq.:* Math. 22

The algebra of sets, basic number systems. Elementary theory of groups, rings, integral domains and fields. Polynomial rings and field extensions. *Mrs. Rohatgi.*

**Math. 24-1** **Calculus III***4 sem. hrs.*

*Prereq.:* Math. 11

Coordinate geometry of three dimensions. Vectors, infinite series, partial derivatives, multiple integration, and applications. Members of the Department.

**Math. 25-2** **Calculus IV***4 sem. hrs.*

*Prereq.:* Math. 24

Vector analysis, Fourier series, special functions, differential equations, series solutions. Members of the Department.

**Math. 30-1** **Probability and Statistics I***4 sem. hrs.*

*Prereq.:* Math. 01 and 11

Dependence and independence of events. Random variables. Discrete and continuous distributions. Expectation and limit theorems. *Mrs. Rohatgi.*

**Math. 31-2** **Probability and Statistics II***4 sem. hrs.*

*Prereq.:* Math. 30

Point estimation. Testing statistical hypotheses—simple and composite. Confidence intervals. *Mrs. Rohatgi.*

**Math. 32-2** **Modern Geometry***4 sem. hrs.*

*Prereq.:* Math 11 and 22

Foundations of geometry, synthetic and analytic projective geometry, affine and Euclidean geometry, Klein's Erlanger Program.

Offered at Emmanuel College as Math. 419.



**[Math. 35-2***4 sem. hrs.**Prereq.: Math. 24  
and 22*Offered at Emmanuel  
College  
beginning 1970-71.]**Introduction to Linear Programming**

The general linear programming problem, the simplex computational procedure and revised simplex method, duality problems and degeneracy procedures, and applications.

**[Math. 37-2***4 sem. hrs.**Prereq.: Math. 11 and 23  
Not offered in 1969-70.]***Topics in Algebra**

Content of this course will vary from year to year. A typical course might include topics from the following: groups and group representations, rings and modules, number theory, Galois theory.

**Math. 41-2***4 sem. hrs.**Prereq.: Math. 22,  
25, and 53***Numerical Methods**

Numerical solution of polynomial equations. Differences and interpolation. Numerical differentiation and integration. Programming problems at the M.I.T. Computation Laboratory.

*Mr. Cornew.***Math. 44-1***4 sem. hrs.**Prereq.: Math. 22  
and 25*

and senior standing

**Complex Variables**

The complex number system. Analytic functions, differentiation, and the Cauchy-Riemann equations. Complex integration, Taylor and Laurent series, residues. Conformal mapping.

*Mr. Goodman.***Math. 46-1***4 sem. hrs.**Prereq.: Math. 22  
and 25***Elementary Topology**

Topological spaces, connectedness, compactness, limits, continuity. Separation and countability axioms. Metric spaces, completeness. *Mr. DeSua.*

**Math. 49-2***4 sem. hrs.**Prereq.: Math. 46***Topics in Analysis**

Topics chosen from the following: Euclidean spaces, convex sets, vector-valued functions of one variable and of several variables, exterior algebra, integration on manifolds.

**Math. 53-1***2 sem. hrs.***Seminar on Computer Programming**

Required of all second-year students specializing in mathematics. Open to other students. *Mr. Cornew.*

**Medical Technology**

Courses in medical technology are held at the Beth Israel Hospital and are not open to students in other programs of the College. They are of twelve months' duration, starting in the summer immediately after the end of the academic year.

**Med. Tech. 40-0***8 sem. hrs.***Clinical Chemistry**

The application of modern analytical chemistry to clinical medicine. The broader aspects of human biochemistry. Labora-

tory work to develop proficiency in the performance of approximately twenty-five common procedures and some understanding of rare and more complicated analyses.

**Med. Tech. 41-2** **Blood Grouping and Banking**

*4 sem. hrs.*

Techniques of blood grouping, Rh typing, and crossmatching tests. Special testing for blood-group antibodies and the preparation of fractions of blood. An orientation to records, donor requirements, and bleeding technique.

**Med. Tech. 42-0** **Medical Bacteriology**

*8 sem. hrs.*

Methods of identifying medically important bacteria. The student is instructed how to use for the purpose of identification the characteristics of pathogenic bacteria and common saprophytes; e.g., colonial and microscopic morphology, immunologic properties, growth requirements, and biochemical reactions. A brief introduction to the diagnosis of disease by serological methods.

**Med. Tech. 43-1** **Histological Techniques**

*4 sem. hrs.*

Principles of tissue staining and the methods used in preparing samples for microscopic examination. Students participate in the fixation, dehydration, paraffin imbedding, cutting, and staining of tissues removed at surgical operations and post-mortem examinations. Special techniques such as frozen section and celloidin imbedding.

**Med. Tech. 45-0** **General Diagnostic Methods**

*8 sem. hrs.*

The collection of samples of both venous and capillary blood; hematology; the simpler screening techniques and the morphology of stained films of peripheral blood and bone marrow; general diagnostic tests applied to other body fluids; microscopic examination of the urinary sediment; kidney physiology.

## **Music**

**Mus. 20-1, 2** **Introduction to Music**

*4 sem. hrs.*

The development of European music, with emphasis on major musical forms and the characteristics of music from the pre-baroque to the present. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects. *Mr. \_\_\_\_\_.*

**Mus. 21-1** **The Classical Period**

*4 sem. hrs.*

The music and significance of Haydn, Mozart, and Beethoven. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects. *Mr. \_\_\_\_\_.*

**[Mus. 22-2] Contemporary Music\****4 sem. hrs.*

Not offered in 1969-70.]

Recent European and American musical developments, with attention to political, social, and economic influences on modern composers. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects.

**Mus. 23-1***4 sem. hrs.*Offered at Emmanuel  
College as  
*Mus. 416.***Introduction to Opera**

An approach to opera for the layman through a study of the most famous operas of Mozart, Verdi, Wagner, Puccini.

**Mus. 24-2***4 sem. hrs.*Offered at  
Emmanuel College  
as *Mus. 315.***The Romantic Period**

Principal musical forms and styles from Beethoven to Debussy. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects.

**Mus. 25-1***4 sem. hrs.*

Offered at

Emmanuel College  
as *Mus. 315.***Introduction to Twentieth-Century Music**

The study of the major musical developments by American composers in the twentieth century.

**Mus. 26-2***4 sem. hrs.*Offered at Emmanuel  
College as  
*Mus. 415.***Symphonic Literature**

A study of the better-known classics of symphonic literature, including works by Mozart, Beethoven, Brahms.

**[Mus. 27-1]***4 sem. hrs.*

Not offered in 1969-70.]

**Beethoven\***

Intensive analysis and discussion of the music of Beethoven, stressing his contribution and importance to music and music history. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects.

**[Mus. 28-1]***4 sem. hrs.*

Not offered in 1969-70.]

**Theory and Basic Musicianship**

The study of the fundamental theoretical aspects of music, with specific attention to the techniques of intelligent listening and writing of music. An indispensable basic course for students planning to study either theoretical or applied music at The New England Conservatory; and for students desiring a minor concentration in music in either elementary or secondary school education. Especially beneficial as background for any of the more specialized courses offered by the Music Department.

**[Mus. 30-1]***4 sem. hrs.*

Not offered in 1969-70.]

**The Aesthetics of Music**

An historical probe into the question of beauty, form, content, expression, and the meaning of music. Emphasis placed on the music and writings of musician-theorists who have proved to be influential in the development of Western music.

\*Offered in alternate years.

**Mus. 31-1; 32-2**

4 or 8 sem. hrs.

Offered at Emmanuel  
College as  
*Mus. 307; 308.*

**Medieval to Classical Period**

First semester includes the study of Medieval and Renaissance music; second semester is an analysis and description of the vocal and instrumental music of the Baroque and Classical periods, including works of Bach, Handel, Haydn, Mozart, and early Beethoven.

**Mus. 33-1; 34-2**

4 or 8 sem. hrs.

Offered at Emmanuel  
College as  
*Mus. 309; 310.*

**Beethoven to Contemporary Period**

The first semester includes the history and analysis of the Romantic Period, beginning with Beethoven; and the second semester is devoted to the study of Contemporary music.

**The New England Conservatory**

Courses in applied music and theoretical subjects regularly offered at the New England Conservatory may be elected for credit by qualified students.

*Under the provisions of an inter-institutional agreement between The New England Conservatory and Simmons College, duly enrolled students at Simmons College may elect to include in their programs, for full credit, any courses normally offered by The Conservatory, subject to certain specified conditions, the details of which should be obtained from the Provost. A Simmons College student desiring to pursue a course at The Conservatory must be recommended to the Provost by a school or department and the Music Department. The student will then be referred to the Conservatory, which reserves the right to determine whether prerequisites for the course in question have been met and whether the student is fully qualified to pursue the course elected.*

**Nursing**

**N. 10-1**

4 sem. hrs.

**Society and Health**

Historical and philosophical foundations of health care and the influence of society upon the development of the health professions. Discussion of theoretical concepts of professional practice. Independent study included. *Miss Plymire* and Members of the Department.

**N. 26-2**

8 sem. hrs.

*Prereq.:* *Biol. 10, 11 and Chem. 10, 11 or Chem. 12, 20*

**Nursing I\***

Philosophy, concepts, and principles related to care of mothers and infants. Introduction to fundamentals of nursing care. Clinical learning selected to provide opportunities for application of theoretical knowledge. Members of the Department.

*Prereq. or concurrent:*

*Biol. 21, 34,  
and N. 10*

\*This course contains psychiatric nursing to the extent of 1 sem. hr.

**N. 30-1***8 sem. hrs.**Prereq.: N. 26**Prereq. or concurrent:  
Psych. 20, H. Ec. 35***Nursing II\***

Study of selected pathophysiological problems of adults and children. Clinical learning planned to provide opportunities for nursing intervention focused on patient problems. Members of the Department.

**N. 32-2***8 sem. hrs.**Prereq.: N. 26**Prereq. or concurrent:  
Psych. 20, H. Ec. 35***Nursing III\***

Study of selected pathophysiological problems of adults and children. Clinical learning planned to provide opportunities for nursing intervention focused on patient problems. Members of the Department.

**[N. 38-1, 2***4 sem. hrs.**Open only to  
non-nursing students.**Not offered in 1969-70.]***Health Services**

Organization and coordination of medical care activities in the hospital and other community agencies. Medical terminology and discussion of common health problems. Socioeconomic and legal problems encountered in health service fields.

**N. 40-1***4 sem. hrs.**Prereq.: N. 30, 32***Nursing IV**

Principles of dynamic psychiatry, current therapies, nursing intervention modified to psychiatric setting, and psychiatric aspects of current major problems of living. Psychiatric nursing content relevant to Nursing I, II, III, V, taught concurrently with these courses in a variety of settings. Members of the Department.

**N. 42-2****Nursing V\****8 sem. hrs.**Prereq.: N. 30, 32*

Theory and practice related to nursing of families and groups in the community. Members of the Department.

**N. 44-1****Integrative Seminar***4 sem. hrs.*

A senior integrative seminar will provide opportunity for review and integration of the knowledge and principles of the basic disciplines with student selected problems from the fields of concentration.

**N. 46-1, 2***4-8 sem. hrs.***Independent Study**

Opportunity for the student to explore an area of interest in order to clarify and develop basic ideas. Interdisciplinary approaches utilized. Members of the Department.

**N. 51-2****Psychiatric Nursing***8 sem. hrs.**(Open to five-  
year students)*

Principles of dynamic psychiatry; current therapies; nursing intervention modified to psychiatric setting; and psychiatric aspects of current major problems of living. Guided experience with selected patients. *Mrs. Dutra, Members of the Department, Dr. Washburn, Mrs. Norton.*

\*This course contains psychiatric nursing to the extent of 1 sem. hr.

**N. 53-1** Public Health Nursing

**8 sem. hrs.** (Open to five-year students) Study of principles of public health and public health nursing with opportunity for application to family and community situations. Guided experience in family health service. *Miss Lord, Members of the Department, Dr. Sternfeld.*

**Orthoptics**

Classes in orthoptics are held at the Massachusetts Eye and Ear Infirmary and are not open to students in other programs of the College.

**Orth. 43-0** Physiological Optics

**5 sem. hrs.** Physical and physiological optics. Given to postgraduate students in ophthalmology. Work on the optical bench. *Dr. Boeder.*

**Orth. 47-0** Orthoptics

**23 sem. hrs.** Actual work with patients under the supervision of the orthoptist in charge of the clinic. Lectures on the anatomy, physiology, and motility of the eye, and on refraction and perimetry. *Dr. Allen, Dr. Pollen, Dr. Sloane, Dr. Lazenby, Dr. Reinecke, Dr. Worth, Dr. Lingeman, Miss Stromberg.*

**Philosophy**

**Division I Introductory Courses**

**Phil. 20-1** Problems of Philosophy

**4 sem. hrs.** A general course in the problems of philosophy emphasizing areas of metaphysics, ethics, philosophy of religion, political philosophy, and theories of knowledge. *Mrs. Ochs.*

**Phil. 21-1, 2** Philosophy of Religion

**4 sem. hrs.** Examination of the meaning and value of religious belief, with emphasis upon the Judaeo-Christian tradition. Special attention to religious language, religious knowledge, and criteria of verification. *Mr. Anderson, Mrs. Ochs.*

**Phil. 22-1** Modern Logic

**4 sem. hrs.** A general introduction to Logic, emphasizing basic structures and recurring problems within selected classical and modern forms of deductive and inductive inference. *Mr. Anderson.*

**Division II Prerequisite: 4 semester hours in philosophy or consent of the instructor**

**Phil. 30-1** Ethics

**4 sem. hrs.** An examination of the structure of morality. Analysis of such basic concepts as *right, the good, action, and choice.* Readings from classical and contemporary sources. *Mrs. Ochs.*

**Phil. 32-2** Philosophy of Art*4 sem. hrs.*Consideration, through use of different media, of such problems as communication, judgment, metaphor, and value. *Mrs. Ochs.***[Phil. 34-2]** Philosophy of Science\**4 sem. hrs.*

Not offered in 1969-70.]

The world of common sense and the world of science. Different views of the kind of world that makes scientific knowledge possible.

**Phil. 36-2** Philosophy of Human Nature*4 sem. hrs.*Critical study of selected theories of man and his place in nature. Naturalism, Idealism, Existentialism. *Mr. Anderson.***Phil. 38-2** Philosophy of History\**4 sem. hrs.*Speculative and analytical approaches to the study of history. Various interpretations of the meaning of history contrasted with theories of historical knowledge. *Mr. Anderson.***Division III Prerequisite: 4 Semester hours in philosophy****Phil. 40-1** History of Philosophy I*4 sem. hrs.*An historical introduction to philosophy. Examination of texts from Plato, Aristotle, Plotinus, Aquinas, and others. *Mrs. Ochs.***[Phil. 41-2]** History of Philosophy II\**4 sem. hrs.*

Not offered in 1969-70.]

An historical introduction to philosophy. Examination of texts from Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

**[Phil. 42-1]** Continental Rationalism\**4 sem. hrs.*

Not offered in 1969-70.]

Intensive study of conceptions of reality as developed in the works of Descartes, Spinoza, and Leibniz.

**Phil. 43-2** Philosophy and Society in the Nineteenth Century*4 sem. hrs.*Consideration of philosophical theories from Hegel to Nietzsche, in the context of social and political developments of the time. The course is designed to be of special interest to students concentrating in History or in Philosophy. (The normal prerequisite may be waived with consent of the instructor.) *Mr. Anderson.***Division IV Prerequisite: 8 semester hours in philosophy or consent of the instructor****Phil. 52-2** Philosophy in Literature\**4 sem. hrs.*Basic philosophic themes as expressed in significant works of literature. Reading in Dostoevsky, Tolstoy, Sartre, Camus, Dinesen, and Vonnegut. *Mrs. Ochs.*

\*Offered in alternate years.

**[Phil. 54-1 Metaphysics\*]**

*4 sem. hrs.* Sustained study of various conceptions of the nature of reality.

Not offered in 1969-70.]

**Phil. 56-2 Seminar in American Philosophy\***

*4 sem. hrs.* Intensive examination of conflicting views of nature, man, self, and society from Edwards and Emerson to the present day. Individual research projects, and periodic conferences with the instructor. *Mr. Anderson.*

## **Physical Education**

**Phys. Ed. 10-0 Physical Education For First-Year Students**

*Non-credit*

Participation in two hours a week of physical education is required of all first-year students. An adapted program to meet the needs of individuals with medical restrictions is arranged in cooperation with the Health Office.

A course in fundamentals of physical education, dance fundamentals, or modern dance is required for one period of the first semester. Fundamentals of Physical Education is designed to help each student understand and apply the basic principles of efficient movement, and to evaluate her own status with regard to posture, fitness, and motor skill. The courses Dance Fundamentals and Modern Dance, either of which may be elected instead of Fundamentals of Physical Education, emphasize techniques for improving quality of movement in general through the medium of creative dance.

The remainder of the freshman requirement is fulfilled through courses which provide opportunities for each student to acquire or improve skill in activities of her choice which she can enjoy during and after college. The courses scheduled during the two semesters are: dance (ballroom; folk, country, and square; modern), sports (archery, badminton, basketball, bowling, fencing, golf, horseback riding, skating, skiing, swimming, tennis, volleyball), conditioning activities, figure and fitness workshops, and recreation leadership.

Additional instructional classes in seasonal sports are offered during the fall and spring terms. Students may enroll in any of these classes in addition to the two hours required in the regular program. *Miss Rowe, Miss Olmstead, Mrs. Berley, Mrs. Bowes.*

**Physical Education for Upperclass Students**

While there is no requirement in Physical Education beyond the first year, upperclass students may, within the limitations of available time and space, elect courses from the regular freshman program, and are encouraged to participate in the

\*Offered in alternate years.

dance and sports activities sponsored by the Department in cooperation with the Dance Club and the Simmons Recreation Association.

**Phys. Ed. 21-0** **Physical Education in Physical Therapy I**

*2 sem. hrs.*

*Recreation for the Handicapped.* Two hours a week during the first semester. Adapted games and sports, social recreation, and camping for the handicapped. Field experience including observation in hospitals and hospital schools, and assigned work with handicapped children and adults in a variety of situations.

*Swimming.* One hour a week during the second semester. Development of maximum individual proficiency, confidence, and endurance. *Miss Rowe, Miss Olmstead.*

**Phys. Ed. 31-2** **Physical Education in Physical Therapy II**

*2 sem. hrs.*

*Fundamentals of Movement and Corrective Exercise.* Two hours a week during the second semester. Principles involved in efficient human movement, and corrective procedures, as a foundation for later courses in therapeutic exercise. *Miss Rowe.*

## Physical Therapy

Classes in physical therapy are held in affiliating hospitals, and are not open to students in other programs of the College.

### Physical Therapy Orientation

The field of physical therapy including historical background, current procedures, illustrative case histories, and observation of treatment at the Children's Hospital Medical Center. Required for second-year students in the physical therapy program.

The following courses, given in the final year and a half, are designated by the numbers 1, 2, and 3 respectively, following the dashes, to correspond to the semesters in which courses are given. (The third semester begins in the summer and continues until the end of the program.) For example, 12 following the dash indicates a course extending through the first and second semesters.

**Phys. Th. 30-12** **Advanced Human Anatomy**

*12 sem. hrs.*

Dissection of human anatomical material with special reference to the skeletal and neuromuscular systems. Correlation with functional and clinical considerations. *Dr. Bierbaum* and associates.

**Phys. Th. 32-2** **Psychology of the Handicapped**

*1 sem. hr.*

Psychology as applied to individual differences, development growth, and adjustment. Psychodynamic mechanisms with special reference to disease and trauma. Members of the Department of Psychiatry, Massachusetts General Hospital.

<b>Phys. Th. 33-23</b>	Orthopedic and General Surgery
4 sem. hrs.	Nature, clinical course, and specific treatment of selected diseases and disabilities, primarily those affecting the skeletal and neuromuscular systems. <i>Dr. Pappas, Dr. Trott, Dr. Colodny, and associates.</i>
<b>Phys. Th. 34-3</b>	Neurology
1 sem. hr.	Neuroanatomy and neurophysiology of the central, peripheral, and autonomic nervous systems. Correlation with common diseases and traumatic lesions, particularly those affecting locomotion, with symptomatology and treatment. <i>Dr. Picard.</i>
<b>Phys. Th. 35-3</b>	Medicine
1 sem. hr.	Illustrated lectures on general medicine, with special emphasis on those conditions in which physical therapeutic measures are effective. <i>Dr. Copeland, Dr. Alpert, and associates.</i>
<b>Phys. Th. 36-3</b>	Psychiatry
1 sem. hr.	Classification of mental disease with symptomatology, prognosis, and principles of treatment. Illustrative case histories. <i>Dr. Prager.</i>
<b>Phys. Th. 37-2</b>	Pathology
2 sem. hrs.	Illustrated lectures concerning the nature and certain causes of disease, the reactions of the body to deleterious agents, and associated alterations in function. <i>Dr. Vawter.</i>
<b>Phys. Th. 39-12</b>	Electrotherapy
2 sem. hrs.	The physical nature and physiological effects of radiant energy and various electrical currents of diagnostic and therapeutic value. Indications for use and technique of application. Lecture, demonstration, and laboratory practice. <i>Dr. Shriben.</i>
<b>Phys. Th. 40-1</b>	Massage
2 sem. hrs.	Principles and techniques of massage. Physiological basis, indications, and contra-indications in specific disease entities. Lecture and laboratory. <i>Miss Shea.</i>
<b>Phys. Th. 41-123</b>	Therapeutic Exercise
8 sem. hrs.	Classification, purposes, and principles of exercise as a therapeutic agent. Techniques of performance. Anatomical, mechanical, and physiological aspects of motor activity, and procedures for the evaluation of motor deficit. Selection and modifications of exercises in specific disabilities. Methods of teaching. <i>Miss Cogland, Mrs. Zausmer, Miss Ionta, Miss Warren, Miss Moushegian.</i>
<b>Phys. Th. 42-3</b>	Hydrotherapy
<i>Non-credit</i>	Lecture, demonstration, and practice in the use of water as a therapeutic agent. Special emphasis on underwater-exercise functional activity. <i>Miss Cogland.</i>

<b>Phys. Th. 43-23</b>	Ethics and Administration
Non-credit	Principles of medical ethics and law for physical therapists. Inter-professional relationships, administrative responsibilities. <i>Miss Cogland, Miss Ionta, Miss Moushegian</i> , and associates.
<b>Phys. Th. 44-23</b>	Clinical Practice
8 sem. hrs.	Supervised experience in the practice of physical therapy in the departments of affiliating hospitals and rehabilitation centers. Clinical instruction in the selection and development of individual or group activity. Participation with others in total patient care. Six hundred hours. <i>Miss McCarthy, Miss Shea, Miss Ionta, Miss Moushegian</i> , and associates.
<b>Phys. Th. 45-23</b>	Orientation to Nursing Techniques
Non-credit	Instruction, demonstration, and supervised practice in the general principles of medical asepsis, surgical dressings, and bandages; the application of splints, casts, and traction; precaution techniques; and other nursing procedures with which physical therapists should be familiar. <i>Mrs. Morgan</i> .
<b>Phys. Th. 46-3</b>	Cerebral Palsy
1 sem. hr.	Neurologic and pathologic mechanisms, clinical aspects, methods of evaluation and treatment. Observation in the Cerebral Palsy Unit of the Children's Hospital Medical Center. <i>Dr. Banks, Miss Lane</i> , and associates.
<b>Phys. Th. 47-3</b>	Functional Training
2 sem. hrs.	Lecture, demonstration, and practice in teaching functional activity to the handicapped; functional evaluation tests and gait analysis; the use of crutches, braces, prosthetic appliances, and other assistive devices. <i>Miss Eiden, Miss McCarthy</i> .
<b>Phys. Th. 48-3</b>	Occupational Therapy
Non-credit	Principles and application. Fifteen hours. Members of the Occupational Therapy Department, Bay State Medical Rehabilitation Clinic. <i>Miss O'Neill</i> .

## Physics

<b>Phys. 10-1, 11-2</b>	Introductory Physics
4 or 8 sem. hrs.	A course for non-science students with class and laboratory work closely correlated. Topics include mechanics, equilibrium, simple machines, buoyancy, electric current, the optics of prisms and lenses; wave phenomena such as diffraction, interference, and polarization; and atomic structure. <i>Mr. Vernon</i> .
<i>Prereq.:</i> Secondary school algebra	
<b>Phys. 12-1, 13-2</b>	Fundamentals of Classical Physics
4 or 8 sem. hrs.	Concentration on the subjects of mechanics and electricity and magnetism, on the concepts of particle and field, motion, mass and force, energy and momentum. Additional material drawn from kinetic theory, heat and thermodynamics, waves and optics. The first course in physics for science majors. Although complete in itself, this introduction is extended by <i>Physics 20</i> .
<i>Prereq. or concurrent: Math 10, 11</i>	
Freshmen must obtain consent of the instructor.	

21. Laboratory work includes basic experiments in the phenomena of mechanics and of electricity and magnetism. *Mr. Prenowitz.*

**Phys. 20-1, 21-2**

4 or 8 sem. hrs.

Prereq. or concurrent: Math 24

**Fundamentals of Modern Physics**

Built on the classical physics of *Physics 12, 13* to extend the introduction to physics into the atomic and quantum processes. A study of waves, optics, and vibrating systems leading to consideration of the particle aspects of light and the wave aspects of matter, and an introduction to quantum mechanics and atomic structure. Special relativity and appropriate topics in classical particle mechanics included. Additional topics from molecular, solid state, nuclear, and statistical physics. The laboratory includes experiments in A. C. Circuits and electronics, in optics and vibrations, and in atomic physics. *Mr. Prenowitz, Mr. Vernon, Mr. Zier.*

**[Phys. 30-1**

4 sem. hrs.

Prereq.: *Phys. 21* or consent of the instructor. *Math 24*

Not offered in 1969-70.]

**Electromagnetism**

The basic laws and concepts of electromagnetism treated at a deeper mathematical level than *Physics 13*. Electrostatics, steady current circuits, magnetic fields of electric currents, Faraday's law of induction, Maxwell's equations, and introduction to electromagnetic radiation, the connection between electromagnetism and special relativity, electric and magnetic behavior of matter. Laboratory work included.

**[Phys. 31-2**

4 sem. hrs.

Prereq.: *Phys. 30* or consent of the instructor. *Math 24.*

Not offered in 1969-70.]

**Quantum Theory**

A study of the formal structure of non-relativistic quantum mechanics, with the solution of some simple problems (such as the harmonic oscillator and the hydrogen atom), and an introduction to approximation techniques (such as for scattering problems). The Uncertainty Principle and Pauli's Exclusion Principle. The laboratory includes experiments in atomic physics.

**[Phys. 40-1, 41-2**

4 or 8 sem. hrs.

Prereq.: *Phys. 31* and *Math 25*

Not offered in 1969-70.]

**Theoretical Physics**

Topics drawn from classical mechanics (such as Lagrange's equations, rigid body dynamics), from electromagnetism (such as radiation), applications of quantum theory, topics in statistical physics. Should be taken by those students who plan graduate study in physics.

**Phys. 42-1**

4 sem. hrs.

Prereq.: *Phys. 21, Math 25*

**Atomic Physics**

Class and laboratory work in radiation, the Bohr model, deBroglie waves, spectra, electron configuration of the elements, introduction to quantum theory. *Mr. Zier.*

**Phys. 43-2**

4 sem. hrs.

Prereq.: *Phys. 42*

**Nuclear Physics**

Class and laboratory work in radioactivity, elementary particles, transmutation, nuclear structure, and cosmic rays. *Mr. Zier.*

**Phys. 50-0**

2-8 sem. hrs.

Open only upon  
invitation**Research in Physics**

An investigation of some special topic involving a search of the literature and also probably some experimental work culminating in a thesis. Members of the Department.

**Seminar in Physics**

Current topics in physics. Required of third- and fourth-year students majoring in physics. Members of the Department.

**[Phys. 66-2**

4 sem. hrs.

Not offered in 1969-70.]

**Integrative Seminar**

This course is taken by physics concentrators in their last semester. Unifying topics such as the basic laws of physics; the harmonic oscillator in mechanics, solid state physics, A.C. Circuits, and quantum theory; Fourier's theorem as applied to music, noise, and the Uncertainty Principle; the electromagnetic spectrum; how various parts are produced, analyzed, and detected. Also some specific phenomena that cut across the usual demarcation lines in physics: the optical phenomena in crystals, lasers, why black bodies get hotter than white ones, the twin paradox in relation to entropy.

**Psychology****Psych. 20-1, 2**

4 sem. hrs.

**Introduction to Psychology**

Methods of studying the major dimensions of human behavior: learning, perception, motivation, personality. The possibilities of a science of human behavior, and its implications. Criteria for interpreting behavioral data and evaluating theories. Members of the Department.

**Psych. 31-1**

4 sem. hrs.

Prereq.: Psych. 20

**Physiological Bases of Behavior I**

A course taking the point of view that an adequate understanding of either animal or human behavior requires a knowledge of the physiological mechanisms which underlie all patterns of response. Experimental methods used to demonstrate the relationships of the internal state of the organism to its behavior, and the extent to which the internal state is determined by heredity, past experience, and current environmental stimuli. Among the topics considered: receptor and response systems and the physiological bases of motivation, learning, and cognitive processes. *Mr. Thomas.*

**Psych. 32-2**

4 sem. hrs.

Prereq.: Psych. 31  
and Math. 01**Physiological Bases of Behavior II**

A course building on the principles presented in *Psychology 31*. Further consideration of selected topics with emphasis upon conceptual and methodological approaches. Directed research on relevant problems. *Mr. Thomas.*

**Psych. 33-1**

4 sem. hrs.

Prereq.: Psych. 20 and  
Math. 01**Quantitative Analysis of Behavior I**

A course focusing on the description and prediction of behavior without recourse to the physiological substrate. Experimental methods used to investigate laws of human and animal behavior

and to demonstrate the role of mathematical models in behavior theory. Emphasis on the design and implementation of experiments to test models of learning, and perceptual processes. *Miss Carterette.*

**Psych. 34-2**

4 sem. hrs.

Prereq.: Psych. 33

Quantitative Analysis of Behavior II

Experimental tests of additional models of behavior with special attention to memory and communication. Emphasis on student participation in the design of experiments with a view to the development of research projects for independent study. *Miss Carterette.*

**Psych. 35-1, 2**

4 sem. hrs.

Prereq.: Psych. 20

Developmental Psychology

History of child psychology. Theoretical, experimental, and normative approaches to the understanding of development. Observation and interpretation of child behavior. Implications of current knowledge and theory for child rearing and education. *Miss Coulopoulos.*

**Psych. 36-1, 2**

4 sem. hrs.

Prereq.: Psych. 20

Psychology of Adolescence

A systematic interpretation of adolescent development and behavior. Major theories compared and critically evaluated. Applications to teaching and guidance. Lectures, discussion sections, field projects. *Mr. \_\_\_\_\_.*

**Psych. 37-1, 2**

4 sem. hrs.

Prereq.: Psych. 20

Not open to first-year students

Enrollment: limited to 40 students

The Language of Abnormal Behavior

Consideration of issues bearing on the understanding of deviant modes of psychological adaptation. Primary focus on appreciation of the commonality between "normal" and "abnormal" experience and ways of living. Lectures and discussion.

*Mr. Castle.*

**Psych. 38-2**

4 sem. hrs.

Prereq.: Math. 01 and Psych. 20

Statistical Methods in Psychological Research

Discussion of the relationship between statistics and experimental design and the logic underlying several basic analysis of variance designs. Application of a number of the relevant computational procedures to psychological data. *Miss Carterette.*

**Psych. 40-1, 2**

4 sem. hrs.

Prereq.: Psych. 20 and one other course in Psychology or Sociology

Social Psychology

Attitudes, beliefs, and values as they are influenced by the individual's social affiliations; the psychological analysis of group organization, morale, and leadership; a survey of the belief systems of representative social groups; the dynamics of social action and interaction: propaganda, mass behavior, and social conflict. *Mr. Needham.*

**Psych. 41-1**

4 sem. hrs.

Prereq.: Psych. 20 and Math. 01

Principles of Psychological Measurement

The nature, uses, and limitations of the fundamental varieties of psychological measurement, including some practice in test construction and administration. *Mr. Deane.*

**Psych. 42-1** Seminar in Clinical Psychology I

4 sem. hrs.

*Prereq.:* Psych. 20 and consent of the instructorThe dynamics of structured interviews and tests. How the clinical psychologist assesses cognitive functioning, and communicates information in neutral relationships. *Mr. \_\_\_\_\_.***Psych. 43-2** Seminar in Clinical Psychology II

4 sem. hrs.

*Prereq.:* Psych. 42 and consent of the instructorThe dynamics of unstructured interviews and tests. Why, when, and how to use projective techniques in assessment and therapeutic relationships. *Mr. \_\_\_\_\_.***Psych. 44-1, 2** Theories of Personality

4 sem. hrs.

*Prereq.:* Psych. 20

Open only to seniors and upperclass students

*Enrollment:* limited to 12 students.

Consent of instructor

Intensive analysis of a variety of theoretical approaches to personality. Discussion and oral reports. *Mr. Castle.***Psych. 45-1** Learning

4 sem. hrs.

*Prereq.:* Psych. 20A survey of current theories and data pertinent to the understanding of learned behavior. *Miss Carterette.***Psych. 46-2** Psychology of Motivation

4 sem. hrs.

*Prereq.:* Psych. 20Intensive analysis of the development of motivation from simple drives to complex social needs, including the nature of emotion, attitudes, and motives. Emphasis on current research in motivation, its theoretical implications, and its historical antecedents. *Miss Coulopoulos.***Psych. 47-2** Sensation and Perception

4 sem. hrs.

*Prereq.:* Psych. 20The relationship between the physical world, with which man must interact, and the perceptual world, to which man responds. Consideration of topics ranging from measurement of sensory capacities, to illusions, and distortions of perception resulting from drugs and mental disorders. *Mr. Thomas.***Psych. 50-0** Field Work in a Psychological Setting

4 or 8 sem. hrs.

*Prereq.:* Psych. 31, 38

Open only to seniors in the psychology concentration, with consent of the Department

Field work in hospital-clinical or business and industrial settings. This course is given outside the College. Lectures by staff personnel; testing and research under supervision. *Miss Carterette.*

Normally a year course. Work of the first semester is prerequisite to that of the second.



**Psych. 52-2**

*4 sem. hrs.*

*Prereq.:* *Psych. 20* and one other psychology course

**History and Systems of Psychology**

The origin and development of classical theories in psychology; and an evaluation of contemporary theoretical positions.

*Mr. Deane.*

**Psych. 53-1**

*4 sem. hrs.*

*Prereq.:* *Psych. 41* and consent of the instructor

*Enrollment:* limited

**Individual Intelligence Testing**

A study of individual intelligence testing and methods and procedures of test administration and evaluation. Included: the actual administration of the Binet, WAIS, and WISC tests. A student who passes this course with a satisfactory record will be certified as an individual test administrator. *Miss Coulopoulos.*

**Psych. 60-1, 2**

*4 or 8 sem. hrs.*

*Prereq.:* consent of the instructor

**Individual Study in Psychology (see page 147)**

Members of the Department.

**Psych. 65-0**

*4 or 8 sem. hrs.*

*Prereq.:* consent of the instructor

**Directed Study: Senior Thesis**

For candidates for honors in psychology. Includes a senior thesis and a comprehensive examination. Members of the Department.

*Psychology 101, 102, and 103* are open only to graduate students in the Urban Youth Teacher Preparation Program. These courses will be offered during Summer 1969.

**[Psych. 101-1**

*4 sem. hrs.*

Not offered in 1969-70.]

**Developmental Psychology: A Psycho-Social Portrayal of the City Child**

Cultural, psychological, physical, and environmental factors influencing the child and family. Discussions of "normal" child growth and development, defining the process by which children become socialized and value systems developed. Attention to the relationship between psychological and physical health in the developmental process. Emphasis on defining culture and personality patterns of the inner-city child, related to physical health and home conditions to provide awareness in depth of special problems.

**[Psych. 102-1**

*4 sem. hrs.*

Not offered in 1969-70.]

**Educational Psychology: Reaching the Unreachables**

Systematic study of theories of learning as utilized for the general elementary public school population, including concepts relating to mass learning, the problems of slow learners, and the assessment of factors that generally interfere with learning. Intensive study of learning theories as they apply to the inner-city child, including examination of new learning theories being evolved to meet special problems.

**[Psych. 103***Non-credit*

Not offered in 1969-70.]

**Field Work**

A sustained exposure of students to inner-city life. Placement at social agencies, recreational facilities, and other settings that bring them into contact with families and children of the inner city.

**Publication****Pub. 20-1, 2***4 sem. hrs.***Communications Media**

An introduction to the principles of communication, the mass media, and their relations to our society and our economy. *Miss Williams.*

**Pub. 30-1, 2***4 sem. hrs.***Journalism**

The discipline of straight, factual writing in reporting and in editorial and feature writing. *Mr. Fessenden, Mr. Poole.*

**Pub. 31-1, 2***4 sem. hrs.**Prereq.: Pub. 30***Article Writing I**

Writing articles for publication. Study and discussion of published material; and reading, discussion, and criticism of student work. *Mr. Fessenden, Mr. Poole.*

**Pub. 32-2***4 sem. hrs.**Prereq.: Pub. 30*

*Enrollment:* limited to twenty students

**Writing on Assignment**

For students preparing for work on newspaper or other publications. Much of the writing is completed during the class period, directly on the typewriter, from detailed assignments. Attention is also given to planning features, copyreading, head writing, and make up. *Mr. Fessenden.*

**Pub. 33-2***4 sem. hrs.**Prereq.: consent of the instructor***Advanced Composition**

Each student may write in the literary form, or forms, of her choice; the requirements are that each student complete a required amount of writing and revision. Group meetings and individual conferences. Reading and discussion of published material and of student writing. *Mr. Bosworth.*

**Pub. 34-1, 2***4 sem. hrs.**Prereq.: Pub. 31 and consent of the instructor***Article Writing II**

For students who have completed *Publication 31* and who wish to continue to write the article under instruction. Each student meets individually with the instructor. *Mr. Bosworth.*

**Pub. 35-1***4 sem. hrs.**Prereq.: Pub. 30***Publicity**

For students looking forward to work in public relations. Institutional and educational publicity and practical training in publicity procedure; analyzing the needs of the client, outlining campaigns, and preparing and placing copy. Special attention to preparation of radio programs, plays, continuity, and to editing script for radio. *Mr. Fessenden.*

**Pub. 36-2** Advertising Copy Writing

2 sem. hrs.

*Enrollment:* limited to sixteen students

Advertising form and style and the writing of advertising copy. Projects and criticism, with some general reading in the theory and practice of advertising. *Mrs. Bailey.*

**Pub. 37-2** Magazine and Industrial Editing

2 sem. hrs.

For students who look forward to editorial employment on consumer and industrial publications. Various specialized types of editing: the woman's magazine, the trade publication, the house organ, the company report, the personnel handbook, and industrial publicity. Study and discussion of the problems of consumer and industrial writing and editing, the study of models, and the writing and criticism of individual projects. Experts from the field talk to the class about their specialties. *Miss Williams.*

**Pub. 38-1** Children's Books and Periodicals

2 sem. hrs.

A brief survey of children's literature, with emphasis on the reading interests and abilities of various age groups and present tendencies in writing and publishing for boys and girls.

*Mrs. Viguers.***Pub. 39-2** The Book as a Fine Art

2 sem. hrs.

A brief history of typographic art, with an emphasis on the development of the book as an art form. *Mr. Silver.*

**Pub. 40-1** Copy and Proof

4 sem. hrs.

Exercises and tests, based on the *Manual of Style* and *Words into Type*, to develop a professional attitude towards the problems of "form" and "style" in the preparation of copy for publication and in the techniques and problems of reading proof. *Mr. Bosworth.*

**Pub. 41-1** Graphic Arts Production

4 sem. hrs.

The techniques and processes that convert word copy and pictorial copy to printed page, including problems specific to advertising, promotion, magazine publishing, and book publishing. *Miss Bratton.*

**Pub. 45-1, 2** Graphic Design

4 sem. hrs.

*Prereq.:* *Pub. 41*

The principles of pure design as applied to the problems of graphic presentation in black and white and in color, in the design of advertising, magazines, and books. *Miss Bratton.*

(In 1969-70 the course will be offered for seniors in the first semester and for juniors in the second semester.)

**Pub. 47-1, 2** Printing Workshop

2 or 4 sem. hrs.

*Prereq.:* *Pub. 41*

An individual project course. Experimentation with type, illustration, and reproduction processes. *Miss Bratton.*

**Pub. 48-1, 2***2 sem. hrs.**Enrollment:* limited to ten students

## Laboratory in Photojournalism

An opportunity for the student enrolled in Publication to supplement her program with instruction in the principles and practices of photojournalism. *Mrs. Broadcorens.*

**Pub. 50-2***4 sem. hrs.**Prereq.:* the concentration in publication

## Individual Study: Senior Project

Required of each student completing a program in publication. *Miss Bratton and Members of the Department.*

**Pub. 51-1, 2***4 sem. hrs.**Prereq.:* the concentration in publication

## Senior Seminar in Publication

Required of each student enrolled in a program in publication. Each student participates, under the direction of the Managing Editor, in the writing, editing, and publishing of the *Simmons Review*. *Miss Williams.*

**Pub. 60**

## Individual Study

Qualified students may pursue writing interests beyond the limits of the listed courses. An individual study course may be arranged to follow, for instance, the satisfactory completion of *Publication* 31 or 33. See page 147.

**Field Study**

An important and required part of the professional training in the fourth year is senior field study. Each spring all fourth-year and graduate students in the Department of Publication leave the College for two weeks of field study in the area of their choice. Students have done their field study in book and magazine publishing, in journalism and public relations, and in radio, television, and advertising. When the field study is to be done away from Boston, students must plan for their own maintenance during the two-week period.

**Russian****Russ. 10-0***8 sem. hrs.*

## Beginning Russian

Drill in grammar, vocabulary, translation, and simple conversation to give a basic knowledge of Russian that can be extended according to interest or need. *Miss Mamikonian.*

**Russ. 20-0***8 sem. hrs.**Prereq.:* Russ. 10 or the equivalent

## Intermediate Russian

Review and completion of basic syntax correlated with reading of graded prose and periodical literature. Continued practice in writing and intensive work on vocabulary and idiomatic command of language. *Miss Mamikonian.*

**Russ. 30-0***8 sem. hrs.**Prereq.:* Russ. 20 or the equivalent

## Advanced Russian

Intensive reading and translation. *Miss Mamikonian.*

**Russ. 40-0** Readings in Russian

8 sem. hrs.

*Prereq.:* Russ. 30 or the equivalentReadings in Russian of texts selected from nineteenth-century Russian prose, poetry, and drama. *Miss Mamikonian.***Social Work** See page 187 for information about courses.**Sociology** For the description of the courses in sociology, see the insert at the back of the catalogue.**Spanish****Span. 10-0** Introduction to Spanish

8 sem. hrs.

Intensive oral practice combined with elements of grammar and the reading of modern literary texts. Lectures and papers to acquaint the student with the civilization and culture of the Hispanic world. *Mrs. Marichal, Mrs. Cohen.***Span. 20-0** Intermediate Spanish

8 sem. hrs.

*Prereq.:* Span. 10 or the equivalentCritical reading and discussion of modern texts of Hispanic literature. The language reviewed by a structural approach, to increase students' facility in reading works of graduated difficulty. On consultation with instructor, student may elect a 30 course. *Mrs. Cohen.***Span. 25-0** Twentieth-Century Readings

8 sem. hrs.

*Prereq.:* high achievement in placement test or in Span. 10Intensive study of selections by contemporary Spanish and Spanish American writers. Students lead class discussions and write papers in Spanish. Rapid review of grammar and oral-aural practice in laboratory to increase proficiency in the four language skills. Prepares for all 30 courses. *Mrs. Helman.***Span. 30-1** Composition and Advanced Conversation

4 sem. hrs.

*Prereq.:* Span. 20 or 25 or consent of the instructorIntensive semester course for students majoring in Spanish or wishing to increase their proficiency in the oral and written use of the language. Class discussion and individual reports based on readings of current Hispanic periodicals. *Mrs. Cohen.***Span. 31-1, 32-2** Literature of the Spanish People\*

4 or 8 sem. hrs.

*Prereq.:* consent of the instructor

Major works of Spanish literature from the Middle Ages to the present, read and discussed. The emergence of literary forms studied against the background of contemporary society.

*Mrs. Marichal.***Span. 33-2** Spoken Spanish

4 sem. hrs.

*Prereq.:* consent of the instructorIntensive oral-aural practice in four scheduled meetings, of which two are contact hours. For concentrators and students with specific language interest. *Miss \_\_\_\_\_.*

\*Offered in alternate years.

**[Span. 35-2***4 sem. hrs.*

*Prereq.:* *Span. 20 or the equivalent, a reading knowledge of Spanish*

Not offered in 1969-70.]

**The Writer and Society in Contemporary Hispanic America\***

Novels and essays of the leading authors of the present time read and interpreted; for example, as Jorge Luis Borges, Miguel Angel Asturias, Martín Luis Guzmán, Octavio Paz, Alejo Carpentier, Juan Rulfo, Carlos Fuentes, Vargas Llosa, Julio Cortázar. The study of their views concerning the social structure and political life of their countries supplemented by the analysis of their ideas about the relation of the artist to society and their methods of constructing their own works.

**[Span. 37-1***4 sem. hrs.*

*Prereq.:* *Span. 20 or the equivalent or consent of the instructor*

Not offered in 1969-70.]

**Spanish Drama from Lope to Lorca\***

Study of representative plays from the Golden Age to 1936. Emphasis on major playwrights, such as Lope, Tirso, Alarcón, Calderón, Rivas, Zorrilla, Valle-Inclán, and Lorca.

**Span. 65-0***4 sem. hrs.***Honors Seminar in Spanish****Directed Study: Senior Thesis**

Members of the Department.

**Span. 140-1***4 sem. hrs.*

*Prereq.:* *consent of the instructor*

**Advanced Composition and Conversation**

Intensive practice in writing and review of language structure in relation to writing. Analysis of the prose styles of several modern writers in oral reports and written papers, to acquire fluency and precision in both oral and written expression.

*Mrs. Helman.*

**[Span. 141-1***4 sem. hrs.*

*Prereq.:* *consent of the instructor*

Not offered in 1969-70.]

**History of the Spanish Language**

The development of Spanish, the changes in pronunciation and structure, reviewed historically and illustrated in selected readings, from the Middle Ages to the present.

**Span. 144-1***4 sem. hrs.*

*Prereq.:* *Span. 20 or the equivalent or consent of the instructor*

**Seminar in Spanish: Unamuno and Ortega**

The thought of Unamuno and Ortega will be studied thematically, with special consideration given to the questions: Are they existentialists? How does their thought compare with that of the leading contemporary existentialists? The thematic approach will be supplemented by stylistic analysis, in order to discover, primarily, in the style of each author the relation of idea to image. *Mrs. Helman.*

\*Offered in alternate years.

**[Span. 145-1***4 sem. hrs.**Prereq.:* Span. 25  
or the equivalent

Not offered in 1969-70.]

**General View of Spanish Cultural History\***

An introduction to the political, artistic, and intellectual history of Spain, with particular emphasis on periods of achievement and crises of universal relevance.

**Span. 146-1***4 sem. hrs.**Prereq.:* Span. 25  
or the equivalent  
or consent of  
the instructor**Hispanic American Cultural History\***An introduction to the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, with an emphasis on Mexico, Peru, and Argentina. Special attention given to the historiography of the conquests of Mexico and Peru; Bolívar and the generation of 1810; the consequences of the Spanish-American War of 1898; and the Mexican Revolution of 1919. *Mrs. Marichal.***[Span. 147-2***4 sem. hrs.**Prereq.:* consent of  
the instructor

Not offered in 1969-70.]

**Stylistics**

Analysis and interpretation of contemporary texts, with particular attention to the techniques of style. The problems of literary translation studied in selected passages, of which repeated versions in English are prepared until the best possible rendering of the original Spanish is achieved.

**[Span. 148-2***4 sem. hrs.**Prereq.:* Span. 20  
or the equivalent  
or consent of  
the instructor

Not offered in 1969-70.]

**Contemporary Spanish Poetry\***

A study of the phases of twentieth-century lyrical poetry from the generation of 1898 to the "solidarian" authors of the 1960's, with particular emphasis on such major figures as Unamuno, Antonio Machado, Juan Ramón Jiménez, Guillén, García Lorca, and Blas de Otero.

**Span. 151-2***4 sem. hrs.**Prereq.:* consent of  
the instructor**Structure of the Spanish Language**The contrastive analysis of Spanish and English, studied in relation to the problems of teaching the Spanish language.  
*Mrs. Helman.***Span. 154-2***4 sem. hrs.**Prereq.:* Span. 20 or  
the equivalent or  
consent of the instructor**Contemporary Hispanic American Poetry\***Leading twentieth-century authors from Darío to Neruda and Octavio Paz. Particular attention paid to their fusion of Spanish lyrical heritage and national realities with such contemporary currents as surrealism and Marxism. *Mrs. Marichal.***Span. 155-2***4 sem. hrs.**Prereq.:* Span. 20  
or equivalent or  
consent of the instructor**Cervantes\***The originality and impact of Cervantes' fiction. Partial emphasis on *Don Quixote* within the context of Cervantes' other works as well. *Mrs. Cohen.*

\*Offered in alternate years.

## **The Graduate Division**

Graduate programs leading to a diploma or to the master's degree are offered by several schools or departments of Simmons College. Several of these programs are open to men who meet the admission requirements.

Each program has a statute of limitations to which the student is subject. Regulations regarding these and further information concerning the programs can be obtained from the appropriate school or department. Applicants for admission should direct their applications to the director of the school or the chairman of the department concerned. For information regarding the concentrations in the health sciences, applicants should consult the Office of the Provost.

### **Continuing Education**

For information concerning the services available through the Office of Continuing Education see page 33.

### **Summer Courses**

Summer courses for graduate students are offered by the School of Library Science and by the Departments of Education and Home Economics. The programs are described in the sections devoted to these fields.

During the summer of 1969, an institute for high school teachers of chemistry will be offered through the Department of Education under grants from the National Science Foundation. To those participants who enroll for credit and pass the courses with satisfactory grades, graduate credit will be granted. A summer institute for high school teachers of English will be offered by the Department of Education, supported by a grant under the National Defense Education Act. Credit for the institute in English is not applicable to a degree program at Simmons College.

Graduate courses in education are offered for credit to students in programs in Library Science and in Home Economics, or to other qualified students wishing to transfer credit elsewhere.

### **Diplomas**

Diplomas are granted to students who complete successfully the one-year programs in Business Administration, in Medical Technology, or in Publication, the fifteen-month program in Orthoptics, or the year-and-a-half program in Physical Therapy, and who receive a quality rating similar to that required for the baccalaureate degree.

**The Degrees of Master of Arts, Master of Arts in Teaching, or  
Master of Science**

The conditions for obtaining the master's degree are as follows:

1. Every candidate for the master's degree must hold the baccalaureate degree from Simmons College or from some other accredited institution.
2. The candidate must offer evidence of satisfactory completion of such courses as may be prescribed as prerequisites to the work of the graduate program he or she seeks to enter.
3. A quality point average of at least 2.67 (B-) or the equivalent is expected.
4. The subjects elected must be approved by the school or departmental adviser.
5. The candidate is expected to pursue studies at the College for at least one year after receiving the baccalaureate degree. A year's work ordinarily includes at least 32 semester hours. The fulfillment of all requirements for the master's degree must demonstrate the candidate's academic ability to meet a high standard. It is understood that a student's connection with the College may be terminated whenever, in the judgment of the faculty, he or she has failed to show sufficient industry, scholarship, or professional aptitude.

**Fees for Graduate Division and for Post-Baccalaureate Programs**

Bills must be paid prior to attending any classes.

*Initial Fees*

Application Fee	\$15
Tuition Deposit	\$50

*Tuition fee*

Per semester hour	\$60
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*Summer programs fee*

Per semester hour*	\$50
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*Library Science Student Activities Fee*

\$2 per semester	
\$2 per summer session	

*Social Work Field Work fee*

Per semester, required of all students in the School of Social Work enrolled in field work	\$10
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\*Effective in the 1970 Summer Session: \$60 per semester hour.

*Thesis work fee*

School of Education	
Supervision of thesis	\$35
School of Social Work	
Supervision during each semester in which the candidate is not enrolled in <i>Social Work 251</i> *	\$75
Supervision during the summer months	\$37.50
<i>Reading fee</i> for review of a thesis in final form after end of the summer or semester	\$10

*Graduation fee*

Required of all candidates for the master's degree or the diploma	\$7.50
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*Other course fees*

See page 34.

*Health fee*

\$25

The services of the Health Center are available to all women graduate students upon payment of the Health Fee, provided written notification of intention is sent to the Comptroller's Office before September 1 by those students who wish to avail themselves of the Health Center services. Student Accident and Reimbursement Insurance is also available to men and women graduate students on an optional basis under the same terms. See page 26.

*Residence charge for summer students*

For students who live in the residence halls during the six-week summer session	\$220
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**Scholarships for Graduate Students**

Scholarships are offered in limited number to students who have been accepted for admission to the graduate programs in the Schools of Library Science and Social Work. Information concerning the scholarships will be found in the respective graduate bulletins. Application forms may be obtained from the Director of the School concerned.

A limited amount of scholarship aid is available to graduate students in the Departments of English and Education. Information will be supplied by the Chairman of the appropriate Department on request.

\*See page 189.

**II. Post-baccalaureate Programs Leading to a Diploma****Department of Business Administration**

The Department offers a one-year program for graduates of approved colleges whose undergraduate programs have been largely academic. The program permits concentrated study in business administration, retailing, finance, or hospital administration and leads to the Diploma in Business Administration. A total of 32 semester hours of work is required, of which 24 semester hours must be taken in the field of concentration. The program of each student is planned in consultation with the Chairman of the Department, and may include any courses for which prerequisites are satisfied. A typical program for a student concentrating in business administration, for example, might include such courses as the following:

*B.Ad. 27* Administrative Management and Organizational Theory  
*B.Ad. 34* Communications  
*B.Ad. 36* Analysis of Business Data  
*B.Ad. 38* Legal Aspects of Business  
*B.Ad. 47* Organizational Behavior  
*B.Ad. 48* Management of Resources

**Electives:** 8 sem. hrs.

The flexibility of the program permits the selection of courses to meet varying objectives of individual students.

A student who wishes to concentrate in retailing, finance, or hospital administration may select, in consultation with the Chairman, specialized courses in these fields. Such programs would include most of the courses required of undergraduates.

**Department of Publication**

This one-year program offers to graduates of approved colleges whose undergraduate programs have been largely academic the opportunity for a year of concentrated study of the basic skills required in editing and publishing. The program of each student is planned in consultation with the Department. Candidates who satisfactorily complete such a program are eligible for the Diploma in Publication.

A typical one-year program includes the following courses:

*Pub. 20* Communications Media  
*Pub. 40* Copy and Proof  
*Pub. 41* Graphic Arts Production  
*Pub. 45* Graphic Design



*Pub.* 50 Individual Study: Senior Project

*Pub.* 51 Senior Seminar in Publication

Field Study (optional)

**Electives:** 8 sem. hrs.

### **The Health Sciences**

#### **One-Year Program in Medical Technology\***

A few college graduates who have had sufficient training in science may be admitted to the final year of the undergraduate program in medical technology. Such students are eligible for the Diploma in Diagnostic Laboratory Science upon the satisfactory completion of the program.

#### **Fifteen-Month Program in Orthoptics\***

A limited number of qualified college graduates may be admitted to the final fifteen months of the undergraduate program in orthoptics if they have had sufficient training in science. The Diploma in Orthoptics is awarded upon the satisfactory completion of the program.

#### **One-and-One-Half-Year Program in Physical Therapy\***

Properly qualified college graduates may be admitted to the final year and a half of the undergraduate program in physical therapy, and are eligible for the Diploma in Physical Therapy upon the satisfactory completion of the program. Preference is given to applicants who offer 8 semester hours each in general biology, physics, and chemistry, and 4 each in anatomy and physiology. Applicants should have completed 12 semester hours in the social sciences, including at least 6 in psychology.

See page 38 for information regarding Traineeships.

## **III. Graduate Programs Leading to a Master's Degree†**

### **Department of Education**

#### **Program in Urban Youth Teacher Preparation**

The Urban Youth Teacher Preparation Program, originally supported by the Carnegie Corporation, offers the Master of Science degree to candidates who successfully complete the requirements. Persons completing the program will be qualified to teach grades one through six in elementary school systems.

Courses totaling 40 semester hours are offered on a full-time basis over a period of one academic year and one six-week summer session. Qualified candidates may also enroll on a part-time basis.

\*See *Health Science programs*, page 95, for details.

†The numeration for the Master's thesis is 200.

The program offers a unique and stimulating opportunity to men and women who wish to enter the professional world in the role of elementary school teachers and who can bring to the teaching of inner-city children understanding and tolerance of the problems and frustrations inherent in the education of this group.

In developing curriculum and field work experience for the courses being offered, the special educational problems facing inner-city children are of primary consideration. The basic approach to course work in this program is by the use of seminar-discussion groups. In addition to a course instructor who is primarily responsible for the continuity of each course, selected lecturers who are expert in the various specialized areas of subject content in each of the courses augment the regular teaching staff.

In general, the program combines a rich experience at both the academic and field work levels by interweaving theoretical curriculum with workshop experience, field visiting, and student teaching. Individual programs are planned in consultation with the Director of the program.

The program is arranged so that upon completion students will qualify for certification under the Massachusetts teaching laws. Further information may be obtained from the Office of Urban Teaching.

**The program includes:**

*Psych. 101* Developmental Psychology: A Psycho-Social Portrayal of the City Child  
*Ed. 101* Our Urban Society: An American Imperative  
*Psych. 102* Educational Psychology: Reaching the Unreachables  
*Ed. 102* Curriculum and Methods in the Elementary School Teaching of Reading, Language Arts, and Social Studies: Speaking the Inner-City Child's Language  
*Ed. 103* The Nature of Classroom Teaching: The Impact of Urban Life on the Classroom Setting  
*Ed. 104* Curriculum and Methods in the Elementary School Teaching of Mathematics and Science: New Horizons for the City Child  
*Ed. 105* Student Teaching  
*Ed. 106* Professional Seminar  
*Ed. 107* The School Community  
*Ed. 108* Student Internship  
*Psych. 103* Field Work

**Programs in Master of Arts in Teaching**

Programs leading to the degree of Master of Arts in Teaching are designed for male and female graduates of collegiate liberal arts programs

who wish to prepare for teaching at the elementary or secondary school level. At both levels candidates are required to combine work in academic and in professional courses.

The M.A.T. program for prospective secondary school teachers is open to candidates with the following teaching specializations: English, French, Spanish, history, social studies, biology, chemistry, physics, and mathematics.

The M.A.T. program for prospective elementary school teachers is open to candidates intending to specialize in combinations such as English-Social Studies, Mathematics-Science, or others that are judged to be appropriate in terms of the candidate's qualifications and the needs of the profession.

#### **The Plan of Study for the M.A.T. Degree**

The M.A.T. programs require 36 semester hours of course work, which may be completed in one summer session and one academic year. Students may take as much as 8 semester hours of work in professional courses in the summer session. In the first semester of the regular academic year, they will normally take 16 semester hours of course work. In the second semester, they will be placed in schools as apprentice teachers.

Courses covering the following professional areas are required:

##### *Secondary School Program*

History and Philosophy of Education

Educational Psychology

General methods of classroom teaching

Special methods of teaching the major subject

Practice Teaching

##### *Elementary School Program*

History and Philosophy of Education

Educational Psychology

Methods in the teaching of elementary school subjects

Practice Teaching

Professional courses may be waived if the candidate has had comparable work as an undergraduate. When waivers are allowed, the candidate may take additional courses in his teaching subject or allied subjects. This waiver does not change the requirement of 36 semester hours for the degree.

Waivers of up to 8 semester hours toward the 36 semester hours normally required for the degree may be allowed, however, for graduate work completed at another institution, when that work is judged to be appropriate to the candidate's program.

**Admission.** Applicant must have a baccalaureate degree from an accredited college and must present scores on Graduate Record Examinations. The undergraduate record must give evidence of high academic achievement in the applicant's prospective teaching subject or subjects.

Preference will be given to full-time students, but part-time students may be admitted provided that they complete the degree requirements within three years of registering as degree candidates.

**Department of English**

**The Master of Arts**

The master's curriculum is designed to provide one year's study that will supplement and consolidate the student's undergraduate work in literature, and allow some further specialization.

Admission requires a baccalaureate degree from an accredited college or university, and a superior undergraduate record. Both men and women will be admitted to the program on either a full-time or part-time basis as their circumstances may dictate. The applicant for admission must submit an official transcript of the undergraduate record, and, at the request of the department, a letter stating the purposes for which the applicant seeks the degree, together with recommendations from three former teachers. An interview is desirable. It is advisable to apply by March 15, and applications made after June 1 will be considered only if openings are available.

The program of study will be individually prescribed, the student being permitted to take courses in subjects adjacent to English *provided* these courses are directly relevant to a coherent plan of graduate work. Although no foreign-language requisite is imposed, it is expected that the candidate for admission have a competent reading ability in a language such as French, Spanish, Italian, German, Russian, Latin, or Greek. Ordinarily no master's thesis is required, though students may, by directed individual study, or in seminars, write a thesis as a substitute for courses that they would otherwise take.

The master's program requires the satisfactory completion of 32 semester hours, including at least two courses from the following group, unless the student has had the equivalent:

*Eng. 145* Chaucer

*Eng. 144* Renaissance Drama and Poetry

*Eng. 183* or Criticism

*Eng. 175* Special Studies in Literature and Music

The remainder of the 32 semester hours will be elected, after consultation, from courses best adapted to the student's needs and intents.

English courses numbered in the hundreds are especially suitable for master's candidates.

#### **Department of Foreign Languages and Literatures**

##### **The Master of Arts**

The curriculum in Spanish is designed to provide one year of study that will strengthen the oral and written command of the Spanish language and consolidate the student's knowledge of Spanish and Hispanic American literature. The program of study will be planned by the individual student, with the assistance of an assigned faculty adviser, to suit the particular preparation and objectives of the student.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Both men and women will be admitted, on a full-time or on a part-time basis, to the graduate program, which requires the completion of 32 semester hours, i.e. 8 semester courses. It is recommended that the student elect at least five courses in the field of concentration, the remainder to be selected, upon consultation with the assigned adviser, from courses in related fields, for example, in another language, taken as a minor.

Of the 32 semester hours, up to 8 hours may be elected from courses at the 30 level listed in the catalogue, except for *Spanish 30* (Conversation and Composition) and *Spanish 33* (Spoken Spanish). The remaining courses in Spanish are to be elected from the courses at the 140 and 150 level. A master's thesis is not required, but students are expected to complete a substantial research paper on a special topic in relation to one of the advanced courses.

The applicant for admission to the Master of Arts Program in Spanish must submit an official transcript of the undergraduate record, a statement of purpose in pursuing the program, and three letters of recommendation from teachers or other persons well acquainted with the academic ability and performance of the candidate. This material should be received by the Chairman of the Department of Foreign Languages and Literatures by September 1.

#### **Department of Home Economics**

##### **Program in Home Economics Education**

The graduate program in Home Economics Education, leading to the Master of Science degree, is designed especially for teachers, although others meeting admission requirements may be accepted. The plan for the degree program includes a minimum of 38 semester hours, 4 to 8 of

which may be devoted to a thesis. The equivalent of one academic year (32 semester hours) must be completed at Simmons College. The maximum load is ordinarily 8 semester hours per summer. Graduate courses, carrying either 2 or 4 semester hours' credit, are offered in the evening during each semester of the academic year. Six semester hours of graduate study may be completed in a school of education during the academic year or summer session. Preliminary approval for this study should be secured from the Chairman of the Department of Home Economics. All requirements for the degree must be completed within a period of eight years. In planning individual programs, consideration is given to previous preparation, experience, and interests of the student.

#### **Requirements for Admission**

A baccalaureate degree in home economics from an accredited college is required for admission. College work should have included a minimum of one year, or 32 semester hours, in home economics. In certain circumstances, applicants whose undergraduate preparation has been in fields other than home economics may be considered. Additional work is then required to make up for undergraduate deficiencies, the specific courses and total credits being determined individually.

#### **Requirements for the Degree of Master of Science**

##### *Areas of Study*

6 sem. hrs. in Professional Education

8 sem. hrs. in Home Economics Education

4 sem. hrs. in each of the following areas:

Art, Textiles, Clothing

Foods and Nutrition

Family Living and Child Development

Family Economics, Home Management, and Equipment

Remainder selected from field of major interest or need.

Graduate students are expected to maintain an average academic record of B— or better.

##### **Application**

All applications with supporting documents should be filed by June 1 for admission to the summer session; by September 1 for admission to first semester courses; and by January 4 for admission to second semester courses. Application forms and bulletins of information, including course descriptions, may be obtained from the Chairman of the Department of Home Economics.

**School of Library Science**

The School of Library Science offers a professional program for qualified college graduates, both men and women. This program is fully accredited by the Committee on Accreditation of the American Library Association, and leads to the degree of Master of Science on the completion of 36 semester hours of graduate courses, at least 32 semester hours of which must be taken in the School of Library Science, Simmons College.

The library profession affords a broad range of opportunities in differing specializations and types of libraries—opportunities which vary from scholarship to administration, from service to children, young people, and adults, to work with research specialists. Accordingly, the School of Library Science, in its program, provides a full range of elective specializations to meet the interests of those who wish to work with children in schools and public libraries, in other areas of public, college, and university libraries, and in special libraries. Fundamentally, librarianship deals with books and other materials which cover every subject and which the librarian must relate to people of all ages and degrees of education. This requires a considered awareness of the significance of the library in both the local community and society at large. It also requires ability to judge books in terms of the needs of the individuals who use them. Those who like people, as well as books, will find librarianship a rich and satisfying profession.

While a general education is an essential foundation for the study of library science, a subject interest that has been developed through adequate academic preparation frequently has direct application in the library field. The existence of numerous special libraries and special collections in general libraries offers attractive opportunities for those who have specialized in the social sciences, the physical and biological sciences, the fine arts, and other subject areas.

Candidates for admission to the graduate program must offer assurance of capacity for graduate work, as well as professional aptitude. All applicants must hold a baccalaureate degree in the liberal arts or sciences from an accredited college or university and are expected to have achieved at least a B— average in their undergraduate preparation. A reading knowledge of at least one modern foreign language is required of all students in the School. This requirement is normally met by the satisfactory completion of two semesters of a college course in a modern foreign language at the intermediate level. Alternatively, the requirement may be met by passing a proficiency examination that demonstrates an equivalent level of language competence. Students who have a major in a field

which seems appropriate for special library service, such as art, music, law, or business, may be considered for admission. All candidates must present a minimum of three full academic years (96 semester hours) of creditable undergraduate work in the liberal arts and sciences, exclusive of professional courses. Certain candidates may, at the option of the School, be requested to submit scores from the Aptitude Test portion of the Graduate Record Examination. All candidates are encouraged to take this examination and to submit their scores as part of the applicatory process.

Application for admission to the graduate program is made on a form obtained from the Administrative Assistant of the School of Library Science. A \$20 application fee, official transcripts of the college record and a statement of graduation, a satisfactory report of health on forms provided by the School, personal recommendations, and, whenever required, a personal interview with a representative of the School, complete the application for admission.

Applicants for the graduate program are urged to file their applications, with supporting documents, well in advance of the session in which they wish to begin study, in order to insure proper consideration of their credentials. *It should be noted* that applications cannot be received later than May 1 for the 1969 summer session, July 1 for the September 1969 session, and November 14 for the February 1970 session. Applications that are filed after the above deadlines will be set aside and considered for later academic sessions. Applicants should also understand that no consideration can be given to their applications until *all required supporting credentials*, including the health certificate, have been received. Accordingly, the School cannot assume responsibility for processing applications unless *all documents* are in hand by the deadlines indicated above.

Both full-time and part-time students may begin their studies with the summer session, the September semester, or the February semester. Classes are offered during regular daytime hours, late afternoons, evenings, and Saturday mornings; the admission requirements and instructional standards are identical. Information about off-hour courses currently offered is available upon request to the Administrative Assistant of the School. Courses equivalent to the one-year program are also offered in a series of summer sessions to qualified men and women. The entire program may be completed in four to five summers or by a combination of summer and term-time courses.

The *Graduate Bulletin* of the School contains detailed information regarding admission and degree requirements, course offerings, financial aid, and other related material, and should be consulted by those con-

templating graduate study in library science at Simmons College. Copies of the *Graduate Bulletin*, the schedule of classes, the summer session announcement, and application forms may be obtained from the Administrative Assistant of the School of Library Science.

### **Library Science**

Courses in library science are open only to graduate students. See the bulletin of the School of Library Science for course descriptions.

*L.S. 101* Current Library Issues  
*L.S. 106* School Library Service  
*L.S. 107* Reference Methods  
*L.S. 108* Bibliographical Methods and Government Publications  
*L.S. 109* Literature of the Social Sciences  
*L.S. 110* Service to Adult Readers  
*L.S. 111* Intellectual Freedom and Censorship  
*L.S. 113* Literature of the Humanities  
*L.S. 114* Organization and Administration of Special Libraries  
*L.S. 115* Cataloguing and Classification: Introduction  
*L.S. 117* Cataloguing and Classification: Comparative Study  
*L.S. 118* Organization of Technical Services  
*L.S. 121* Public Relations for Libraries  
*L.S. 124* The Film in Communication  
*L.S. 170* The Book Arts and Rare Books  
*L.S. 171* Resources in the Research Library  
*L.S. 172* Theory of Administration  
*L.S. 173* Administrative Problems in Book Selection  
*L.S. 181* Service to Children  
*L.S. 182* Interpreting Literature for Children  
*L.S. 183* Literature for Young Adults  
*L.S. 184* Literature of Science and Technology  
*L.S. 185* Information Systems Theory

### **Seminars**

*L.S. 201* Seminar in Library History  
*L.S. 202* Advanced Problems in Library Administration  
*L.S. 203* Research in Library Administration  
*L.S. 206* Seminar in School Library Service  
*L.S. 207* Seminar in Reference Literature and Services  
*L.S. 208* Seminar in Subject Bibliography  
*L.S. 210* Seminar in Library Adult Education Services  
*L.S. 211* Seminar in Reading Guidance of Children  
*L.S. 212* Seminar in Reading Guidance of Young People  
*L.S. 213* Seminar in Special Library Service

<b>L.S. 215</b>	Seminar in Classification and Subject Cataloguing
<b>L.S. 217</b>	Seminar in Cataloguing
<b>L.S. 218</b>	Seminar in Government Publications
<b>L.S. 220</b>	Seminar in the History of Books and Publishing
<b>L.S. 231</b>	Research and Bibliographical Method in Subject Fields

**School of Social Work**

The School of Social Work, located at 51 Commonwealth Avenue, Boston, offers a two-year graduate program preparing qualified men and women for the professional practice of social work, with particular competence in the application of the social casework method. The School aims to produce graduates who possess the knowledge, skills, and philosophy of social work, integrated and balanced in such a way as to enable them to function successfully in beginning social work positions and to continue to grow in ability and responsibility in future practice.

The School program includes learnings acquired through both classroom and field work instruction in Human Growth and Behavior, Social Services, Social Work Methods, and Social Work Practice. Such learnings are derived from social work itself and from the related fields of medicine, psychiatry, and the social sciences. Emphasis in both years is placed on the values system of social work, the conceptual basis for social work practice, and the various methods social workers use in rendering services to people. Classroom content is reinforced, supplemented, and tested out through the student's concurrent experience in carrying out social casework responsibilities in community social agencies and institutions selected as training centers.

The School, in cooperation with the Placement Office of Simmons College, assists in the placement of its graduates.

*Admission.* The admission policy of the School is based on the following requirements:

1. Graduation from an accredited college.
2. Undergraduate work in the social sciences designed to provide applicants with some familiarity with American society and its institutions and some knowledge of human beings and their behavior.
3. Evidence of the applicant's intellectual capacity to carry classroom work at a graduate level.
4. Evidence of the applicant's personal qualifications for social work. Such evidence is expected to indicate (a) that the applicant has explored the field of social work and social work education with some

persistence, intelligence, discrimination, and satisfaction; and (b) that the applicant is able to relate successfully to other people.

*Degree.* Two full academic years in residence are required for the Master of Science degree, unless the student has satisfactorily completed the first year in a school of social work which is a member of the Council on Social Work Education. The fulfillment of all requirements for the degree of Master of Science must demonstrate the candidate's ability to meet a high professional standard. (See also the section on page 174 entitled "The Degrees of Master of Arts, Master of Arts in Teaching, or Master of Science.")

A bulletin giving more detailed information may be obtained by writing to the Director, Simmons College School of Social Work, 51 Commonwealth Avenue, Boston 02116.

### **I. Theory and Practice**

#### **A. The Social Services**

##### **First Year**

- S. W. 10 Social Work Processes and Resources
- S. W. 11 Government Social Welfare Programs
- S. W. 13 Child Welfare
- S. W. 14 Community Mental Health

##### **Second Year**

- S. W. 16 Practice Issues in Community Mental Health

#### **B. Human Growth and Behavior**

##### **First Year**

- S. W. 20 Principles of Human Behavior
- S. W. 21 Clinical Psychiatry
- S. W. 23 Health and Disease

##### **Second Year**

- S. W. 221 Psychoanalytic Theory of the Neuroses
- S. W. 224 Problems of Learning

#### **C. Social Work Practice**

##### **First Year**

- S. W. 30 Social Casework
- S. W. 31 The Group Process
- S. W. 32 Methods of Social Research
- S. W. 33 Social Work and Change
- S. W. 40 Statistical Methods

**Second Year**

- S. W. 231 Seminar in Social Casework
- S. W. 237 Group Therapy
- S. W. 238 Seminar in Social Work Practice
- S. W. 239 Social Casework with Children
- S. W. 240 Seminar in Administration and Community Planning
- S. W. 251 Seminar in Social Work Research

**II. Field Work**

- S. W. 50 Field Work, First Year
- S. W. 250 Field Work, Second Year









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## **Advisory Committees, 1968-1969**

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The Director of the School  
The President of the Alumni Association of the School  
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### **Officers of Instruction**

*The following is the list of officers of instruction holding appointments for the year 1968-69. It also includes new titles and the names of new officers for the year 1969-70 insofar as they have been determined at the time of publication.*

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Katharine Davis Hardwick, A.B. *Professor of Social Economy, Emeritus*

Harrison Leroy Harley, Ph.D. *Professor of Philosophy and Psychology, Emeritus*

Margia Haugh Abbott, Ph.B. *Associate Professor of Textiles, Emeritus*

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Jennie Mohr, Ph.D., M.S.S. *Professor of Social Economy, Emeritus*

#### **Department of Art and Music**

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Thomas Joseph Wallace, A.M. *Assistant Professor of Art*  
Eric Lustig, A.M. *Assistant Professor of Art History*  
Patricia Blake Thomas, A.B. *Instructor in Art*  
Sheila L. Weiner, A.M. *Instructor in Art*  
Robert Oppenheim, M.F.A. *Instructor in Art*  
Charles Robert Grigg, M.F.A. *Special Instructor in Art*  
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##### **Music**

\*Burton Abercrombie Cleaves, Mus.M. *Associate Professor of Music, and Director of Musical Activities*  
Frank C. Taylor, A.B. *Special Instructor in Music*

#### **Department of Biology**

†Philip Morrison Richardson, Ph.D. *Professor of Biology, and Chairman of the Department of Biology*  
Julian Louis Solinger, Ph.D., Ed.B. *Professor of Biology and Acting Chairman of the Department of Biology*  
Anne Eveline Coghlan, Ph.D. *Associate Professor of Biology*  
†Everett Leroy Tuttle, Ph.D. *Assistant Professor of Biology*  
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Martha Dresner Berliner, Ph.D. *Assistant Professor of Biology*  
Marie Luisetti Sacks, Ph.D. *Assistant Professor of Biology*

\* *On sabbatical leave, 1969-70.*

† *On special leave, 1969-70.*

‡ *On sabbatical leave, first half-year, 1968-69.*

Verlene Daniel Rogalin, S.M. *Instructor in Biology*

Gary Martin Gardner, A.M. *Instructor in Biology*

Kenneth Francis Girard, Ph.D. *Lecturer on Bacteriology*

Io landa Einstein Low, M.D. *Lecturer on Virology*

Lawrence J. Pinter, A.M. *Special Instructor in Biology*

Bridget Gallivan Shea *Assistant in Bacteriology*

#### **Department of Business Administration**

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John Vernon Baumler, J.D. *Lecturer on Analysis of Business Data*

John J. McInnis, M.B.A. *Lecturer on Information Management*

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Doris Helene Berman, S.B. *Special Instructor in Secretarial Studies*

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Elizabeth Abbott Burnham, A.B. *Lecturer on Retailing*

#### **Department of Chemistry**

Quentin R. Petersen, Ph.D. *Professor of Chemistry, and Chairman\* of the Department of Chemistry*

Jerry Alan Bell, Ph.D. *Associate Professor of Chemistry, and Chairman† of the Department of Chemistry*

Phyllis Ambler Brauner, Ph.D. *Professor of Chemistry*

‡Iclal Sirel Hartman, Ph.D. *Associate Professor of Chemistry*

Mae Lucille Beck, Ph.D. *Assistant Professor of Chemistry*

James Underhill Piper, Ph.D. *Assistant Professor of Chemistry*

Peter G. Bowers, Ph.D. *Assistant Professor of Chemistry*

Leonard Jay Soltzberg, Ph.D. *Assistant Professor of Chemistry*

\* Through June 30, 1969.

† Effective July 1, 1969.

‡ On sabbatical leave, 1969-70.

Luella Dudley Wadsworth, S.B. *Instructor in Chemistry*  
Carolyn Gosse Athans, S.M. *Special Instructor in Chemistry*  
May Smith Jacobson, S.M. *Assistant in Chemistry*

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Sally Marie Hey, A.B. *Assistant Professor of Economics*  
Stephen John DeCanio, A.B. *Special Instructor in Economics*

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Barbara Mason Kemp, M.A.T. *Assistant Professor of Education*  
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Kathleen Dunn Graves, M.A.T. *Instructor in Education*  
Marianne Babize Büttner, Ed.M. *Special Instructor in Education*  
Ann Soper Davidson, Ed.M. *Special Instructor in Education*  
Patricia Davidson, Ed.D. *Special Instructor in Education*  
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Knowles Dougherty, S.M. *Special Instructor in Education*  
Sylvia Feinburg, B.S. in Ed. *Special Instructor in Education*  
Judith Hummel Fischer, M.A.T. *Special Instructor in Education*  
Marielena Finn, S.M. *Special Instructor in Education*  
Marylou Gould, A.B. *Special Instructor in Education*  
Susan Glover Gracey, A.B. *Special Instructor in Education*  
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Patricia Humphrey, B.Mus. *Special Instructor in Education*  
Albert Hurwitz, M.F.A. *Special Instructor in Education*  
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Philip Garland Lewis, M.A.T. *Special Instructor in Education*  
Hinda J. Magidson, A.B. *Special Instructor in Education*

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Margaret Rowe, Ed.M. *Special Instructor in Education*  
Ruth Harold Zollinger, Ed.M. *Special Instructor in Education*  
Luther Richard Manning, Ed.M. *Special Lecturer on Education*

**Urban Youth Teacher Preparation Program**

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Erma Brown Brooks, S.B. *Instructor in Education, and Program Coordinator of the Urban Youth Teacher Preparation Program*  
Edwina O. Badger *Special Instructor in Education*  
Wendy Lebov Gollub, Ed.M. *Special Instructor in Education*  
Katherine Butler Jones, S.M. *Special Instructor in Education*  
John D. O'Bryant, Ed.M. *Special Instructor in Education*  
Theodore Roosevelt Parrish, M.S.W., Ed.M. *Special Instructor in Education*  
Frank Propp, A.M. *Special Instructor in Education*  
Elizabeth Miller Rawlins, S.M. *Special Instructor in Education*  
Leah B. Vetter, A.M. *Special Instructor in Education*

**Department of English**

Wylie Sypher, Ph.D. *Professor of English, Alumnae Professorial Chair, and Chairman of the Department of English*  
Raymond Francis Bosworth, A.M. *Professor of English*  
Kenneth Myron Greene, Ph.D. *Professor of English*  
George Wilson Nitchie, Ph.D. *Professor of English*  
\*Richard Clark Sterne, Ph.D. *Professor of English*  
Charles Edmund L'Homme, Ph.D. *Associate Professor of English*  
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William Michael Manly, A.M. *Assistant Professor of English*  
Richard Freedman, Ph.D. *Assistant Professor of English*  
David George Gullette, Ph.D. *Assistant Professor of English*  
John Douglas Perry, Ph.D. *Assistant Professor of English*  
Fredda Bloom Aaron, A.M. *Instructor in English*  
Norman Wendell Klein II, M.F.A. *Instructor in English*  
Conrad Snowden, A.B. *Lecturer on English*  
Mary Joan Demaso, A.M. *Special Instructor in English*

\* *On sabbatical leave, 1969-70.*

† *On sabbatical leave, 1968-69.*

### Department of Foreign Languages and Literatures

Charles Ruyle Mackey, Ph.D. *Assistant Professor of French, and Chairman of the Department of Foreign Languages and Literatures*

\*Edith Fishtine Helman, Ph.D. *Professor of Spanish*

Manfred Klein, Ph.D. *Professor of German*

James Leet Valentine Newman, A.M. *Associate Professor of French, and Director of the Language Laboratory*

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Helen Mamikonian, A.M. *Assistant Professor of Russian*

Don Hayes McKeen, Ph.D. *Assistant Professor of French*

Susan Mary Keane, Ph.D. *Assistant Professor of French*

Marthe Pagé, Ph.D. *Assistant Professor of French*

Richard Cowles White, A.M. *Assistant Professor of French*

Louise G. Cohen, Ph.D. *Assistant Professor of Spanish*

Véra Marcelle Perruchot, C.E.S., C.A.P. *Instructor in French*

Mary Maureen Frolik, A.M. *Instructor in French*

Marie Smith Wells, A.M. *Special Instructor in German*

Margarita Campos Kent, M.A.Span Lit. *Special Instructor in Spanish*

Maria Christina Quiroga, A.M. *Special Instructor in Spanish*

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Betty Taymor, A.M. *Special Instructor and Field Work Supervisor for "Women in Politics"*

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Andrew M. Olins, S.M. *Special Instructor in Government*

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Bruce Carlton Hawthorne, Ph.D. *Associate Professor of History*

Henry James Halko, Ph.D. *Associate Professor of History*

\* *On special leave, 1968-69.*

† *On sabbatical leave, second half-year, 1968-69.*

‡ *On sabbatical leave, second half-year, 1969-70.*

Richard Bardwell Lyman, Jr., A.M. *Assistant Professor of History*

Mark Ira Solomon, A.M. *Assistant Professor of History*

Oscar D. Beverly, A.M. *Instructor in History*

Kathleen Dunn Graves, M.A.T. *Instructor in History*

Marjorie Keniston McIntosh, Ph.D. *Lecturer on History*

**Department of Home Economics**

Margaret Louise Ross, Ph.D. *Professor of Nutrition, and Chairman of the Department of Home Economics*

Eleanor Jerner Gawne, Ed.D. *Professor of Home Economics Education*

Esther Caplan Facktoroff, S.M. *Associate Professor of Clothing*

\*Diana Ballin Abbott, A.M., M.P.H. *Associate Professor of Nutrition*

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V. Celia Morgan, S.M. *Instructor in Child Development, and Director of the Child Study Center*

Mercia Scott Wilkins, S.B. *Instructor in Foods and Nutrition*

Marion Margaret Macdonald, A.M. *Lecturer on Clothing Design*

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Eleanor Manning O'Connor, S.B. *Special Instructor in Housing*

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Janet Packard *Special Instructor in Home Economics*

Merle Gallager Walton, S.B. *Assistant to the Director of the Child Study Center*

Judith Winsor Jones, S.B. *Assistant in the Child Study Center*

Mary Breen Murphy *Laboratory Assistant, Department of Home Economics*

**Urban Home Economics Program**

Amanda V. Houston, *Director*

**Department of Mathematics**

†Frank Crispin DeSua, Ph.D. *Professor of Mathematics, and Chairman of the Department of Mathematics*

Mandakini Sané Rohatgi, Ph.D. *Associate Professor of Mathematics*

Julie Mendlow Conger, A.B. *Instructor in Mathematics*

Richard H. Goodman, A.M. *Instructor in Mathematics*

Maxine Bridger, A.M. *Instructor in Mathematics*

Philip Otto Koch, S.B. *Instructor in Mathematics*

Margaret Schoenberg Menzin, A.M. *Instructor in Mathematics*

Ronald Wallace Cornew, Ph.D. *Special Instructor in Mathematics*

John James Xenakis, S.B. *Special Instructor in Mathematics*

\* *On general leave, first half-year, 1969-70.*

† *On sabbatical leave, second half-year, 1968-69.*

### Department of Nursing

Margaret McCrindle Plymire, Ph.D. *Professor of Nursing, and Chairman of the Department of Nursing*  
Ruth Jeannette Solberg, M.S.N. *Associate Professor of Nursing*  
Alice Marie Hosack, A.M., D.S. in Hyg. *Associate Professor of Nursing*  
Dorothea Pyne Dutra, S.M. *Assistant Professor of Nursing*  
\*Elaine Church Hubbard, Ed.M. *Assistant Professor of Nursing*  
Ann Elizabeth Lord, S.M. *Assistant Professor of Nursing*  
Lois Estella Schoppee, M.S. in Ed. *Assistant Professor of Nursing*  
Marjorie Jane Burrill, S.M. *Assistant Professor of Nursing*  
Betty Sebastian Lesser, S.M. *Assistant Professor of Nursing*  
Jane Elizabeth Caroline Kallaus, S.M. *Assistant Professor of Nursing*  
Gloria H. Gianfrede, S.M. *Assistant Professor of Nursing*  
Janet I. Siebus, S.M. *Assistant Professor of Nursing*  
Virginia Marie Meier, A.M. *Assistant Professor of Nursing*  
Harriet Frances DeHoff, S.M. *Assistant Professor of Nursing*  
Shirley Ann George, S.M. *Assistant Professor of Nursing*  
Sue Ketola Reamer, Ed.M. *Instructor in Nursing*  
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Stephen Louis Washburn, M.D. *Lecturer on Psychiatry*  
Mary McLarney Hallett, S.M. *Special Instructor in Nursing*  
Patricia Dale Zorn, S.M. *Instructor in Nursing*  
Martha Meadows Norton, M.S.S.W. *Special Lecturer on Social Work*

### Department of Philosophy

†Frederick Mitchell Anderson, Ph.D. *Associate Professor of Philosophy, and Chairman of the Department of Philosophy*  
Carol Rebecca Ochs, Ph.D. *Assistant Professor of Philosophy*  
George Anagnostopoulos, S.B. *Special Instructor in Philosophy*  
Michael W. Marlies, S.B. *Special Instructor in Philosophy*

### Department of Physical Education

Margaret Rowe, Ed.M. *Associate Professor of Physical Education, and Chairman of the Department of Physical Education*  
Doris Emery Olmstead, Ed.M. *Assistant Professor of Physical Education*  
Helaine Berley *Special Instructor in Dance*  
Barbara Belle Bowes, S.M. *Special Instructor in Physical Education*  
Gladys Siskind Troupin *Assistant in Physical Education*

\* *On special leave, 1968-69.*

† *On sabbatical leave, second half-year, 1968-69.*

**Department of Physics**

Robert Carey Vernon, Ph.D. *Professor of Physics, and Chairman of the Department of Physics*

Edward Prenowitz, A.M. *Assistant Professor of Physics*

Robert Eugene Zier, Ph.D. *Special Instructor in Physics*

**Department of Psychology**

Stephen Russell Deane, Ph.D. *Professor of Psychology, and Chairman of the Department of Psychology*

J. Garton Needham, Ph.D. *Professor of Psychology*

Donald Stuart Dunbar, Ph.D. *Associate Professor of Psychology*

Teresa Sosa Carterette, Ph.D. *Associate Professor of Psychology*

Donald William Thomas, Ph.D. *Assistant Professor of Psychology*

Lillian M. Grayson, Ph.D. *Assistant Professor of Psychology*

Diane Theodora Coulopoulos, S.M. *Assistant Professor of Psychology*

Peter Watson Castle, A.B. *Instructor in Psychology*

Richard Andrew Pigott, Ed.D. *Special Instructor in Clinical Psychology*

Joseph Michael Keville, Ed.D. *Special Instructor in Psychology*

**Department of Publication**

Raymond Francis Bosworth, A.M. *Chairman of the Department of Publication*

Dorothy Frances Williams, S.M. *Professor of Publishing*

Virginia Louise Bratton, S.B. *Associate Professor of Graphic Arts*

William Arthur Bagnall, S.M. *Lecturer on Fine Arts and Design and Director of the Program in Graphic and Publishing Arts*

Donald LeSure Fessenden, A.B. *Lecturer on Journalism*

Dino Gris Valz, A.B. *Lecturer on Book and Magazine Publishing*

Ruth Hill Viguers, Ed.D. *Lecturer on Children's Books and Periodicals*

Alden Wright Poole, S.B. *Lecturer on Journalism*

Rollo Gabriel Silver, A.M., S.B. *Lecturer on Book Arts*

Margaret Bailey, A.B. *Lecturer on Advertising Copywriting*

Yvonne Ramaut Broadcorens, S.B. *Special Instructor in Photojournalism*

**Department of Sociology**

Edward J. Ryan, Ph.D. *Associate Professor of Sociology, and Chairman of the Department of Sociology*

Athena Rentoumis Theodore, Ph.D. *Associate Professor of Sociology*

Elaine Catherine Hagopian, Ph.D. *Associate Professor of Sociology*

Marion D. de B. Kilson, Ph.D. *Associate Professor of Sociology*

Eugene Victor Walter, Ph.D. *Visiting Professor of Sociology*

Philip M. Helfaer, Ph.D. *Special Instructor in Sociology*

Roosevelt Rivers Weaver, S.M. *Special Instructor in Sociology*

### Programs in the Health Sciences

#### Medical Technology

David Galland Freiman, M.D., A.M. *Lecturer on Pathology and Applied Histology, and Medical Director of the Program in Medical Technology*

Aileen Weathers Dowd, S.B. *Lecturer on Biochemistry, and Educational Director of the Program in Medical Technology*

Lippman Hart Geronimus, Ph.D. *Lecturer on Bacteriology and Immunology*

Murray Golub, S.M. *Lecturer on Biochemistry*

H. Richard Nesson, M.D. *Lecturer on Diagnostic Laboratory Methods*

Donald Anthony Antonioli, M.D. *Lecturer on Hematology and Clinical Pathology*

Christopher Hing Kui Fung, M.D. *Lecturer on Hematology and Clinical Pathology*

Paul Richard Reich, M.D. *Lecturer on Hematology*

Earl Jay Kasdon, M.D. *Lecturer on Pathology*

Sara Ballard Murray, Sc.M. *Special Instructor in Histologic Technique*

Jeanette Ruth Harpel *Special Instructor in Diagnostic Laboratory Methods*

Hilde Sonntag Rosbash *Special Instructor in Cytology*

#### Orthoptics

Henry Freeman Allen, M.D. *Medical Director of the Program in Orthoptics*

Ann Elizabeth Stromberg *Lecturer on Orthoptics, and Educational Director of the Program in Orthoptics*

Paul Boeder, Ph.D. *Lecturer on Physiological Optics*

Abraham Pollen, M.D. *Lecturer on Ocular Motility*

Robert Dale Reinecke, M.D. *Lecturer on Refraction*

Byron Spencer Lingeman, M.D. *Lecturer on Perimetry*

G. William Lazenby III, M.D. *Lecturer on Physiology of the Eye*

David McQuarrie Worthen, M.D. *Lecturer on Anatomy*

#### Physical Therapy

Arthur Michael Pappas, M.D. *Lecturer on Orthopedics, and Acting Medical Director of the Program in Physical Therapy*

Shirley Merrill Cogland, A.B. *Lecturer on Physical Therapy, and Educational Director of the Program in Physical Therapy*

William Jacob Shriber, M.D., A.M. *Lecturer on Physical Medicine and Electro-therapy*

Elizabeth Fleischmann Zausmer, Ed.M. *Lecturer on Physical Therapy*

Arthur Warren Trott, M.D. *Lecturer on Orthopedics*

Henry Herman Banks, M.D. *Lecturer on Orthopedics and Cerebral Palsy*

Arnold Herbert Colodny, M.D. *Lecturer on Surgery*

Alan Stanley Prager, M.D. *Lecturer on Psychiatry*

Joel Jacobs Alpert, M.D. *Lecturer on Medicine*

James C. McFarland, M.D. *Lecturer on Medicine*  
Gordon F. Vawter, M.D. *Lecturer on Pathology*  
Benjamin E. Bierbaum, S.B., M.D. *Lecturer on Anatomy*  
Ernest H. Picard, M.D. *Lecturer on Neurology*  
Stuart Matthew Kameny, M.D. *Lecturer on Psychology on the Handicapped*  
Marian Agnes Eiden, E.B. *Special Instructor in Physical Therapy*  
Florence May Lane, S.B. *Special Instructor in Physical Therapy*  
Marjorie Katherine Ionta, B.S. in Phys. Ed. *Special Instructor in Physical Therapy*  
Anne Warren, Ed.M. *Special Instructor in Physical Therapy*  
Claire Frances McCarthy, S.B. *Special Instructor in Physical Therapy*  
Grania Mary O'Neill, O.T.R. *Special Instructor in Occupational Therapy*  
Sybil Ann Moushegian, S.B. *Special Instructor in Physical Therapy*  
Lois Bergen Morgan, R.N. *Special Instructor in Nursing Procedures in the Physical Therapy Program*  
Alice Marie Shea, B.S.Ed. *Special Instructor in Physical Therapy*  
Mary Ann Layde, S.B. *Special Instructor in Physical Therapy*

## **Graduate Division**

### **School of Library Science**

\*Kenneth Raymond Shaffer, A.B., B.S. in L.S. *Professor of Library Science, and Director of the School of Library Science*  
Thomas John Galvin, S.M. *Associate Professor of Library Science, Director of Students, School of Library Science, and Acting Director† of the School of Library Science*  
Ruth Shaw Leonard, S.M. *Associate Professor of Library Science*  
Mary Ramon Kinney, S.M. *Associate Professor of Library Science*  
Jane Anne Therese Hannigan, D.L.S. *Associate Professor of Library Science*  
Kenneth Franklin Kister, S.M. *Assistant Professor of Library Science*  
John Grannis Daley, A.M.L.S. *Assistant Professor of Library Science*  
Clark Albert Elliott, M.S.L.S., A.M. *Assistant Professor of Library Science*  
Arthur James Anderson, S.M. *Assistant Professor of Library Science*  
Henry Orlando Marcy IV, S.M., A.M. *Instructor in Library Science*  
Harry Earl Whitmore, M.L.S. *Instructor in Library Science*  
James Michael Matarazzo, S.M. *Instructor in Library Science*  
James Arthur Boudreau, A.M., S.M. *Lecturer on Library Science*  
Walter Thaddeus Dziura, S.M. *Lecturer on Library Science*  
Loda May Hopkins, A.B., S.B. *Lecturer on Library Science*  
Richard James Wolfe, M.L.S. *Lecturer on Library Science*

\* *On sabbatical leave, first half-year, 1969-70.*

† *First half-year, 1969-70.*

John Matthew Carroll, A.M., S.B. *Lecturer on Library Science*  
Walter Grossmann, Ph.D., S.M. *Lecturer on Library Science*  
Elizabeth Marchant TenEyck, S.M. *Lecturer on Library Science*  
Jean Frances Madden, S.M. *Lecturer on Library Science, and Librarian, School of Library Science*  
Mary Melia Fisher, S.M. *Lecturer on Library Science*  
S. Eunice Wenstrom, M.R.E. (Prin.) *Administrative Assistant, School of Library Science*  
Susan Elizabeth Porter, A.B. *Graduate Assistant in the School of Library Science*  
Christine Mahoney, A.B. *Graduate Assistant in the School of Library Science*

#### **School of Social Work**

\*Robert Flick Rutherford, Ed.M., S.M., D.S.S. *Professor of Social Economy, and Director of the School of Social Work*  
James Mendrick McCracken, Jr., S.M. *Associate Professor of Social Economy, and Acting Director† of the School of Social Work*  
Martha Gorovitz Waldstein, M.S.S. *Associate Professor of Social Economy*  
Ethel Dorothy Walsh, S.M. *Associate Professor of Social Economy*  
Anne Soloveichik Gerber, A.M., S.M. *Associate Professor of Social Economy*  
Helen Zarsky Reinherz, S.M., M.S. Hyg., Sc.D. *Associate Professor of Social Economy*  
Louise Silbert Bandler, M.S.S. *Associate Professor of Social Economy*  
Eleanor Gay, A.M., M.S.S. *Assistant Professor of Social Economy*  
Berenice Goldstein Cohen, S.M. *Assistant Professor of Social Economy*  
Dorothea Vallea Carlisle, M.S. in S.S. *Assistant Professor of Social Economy*  
Diana Pollard Waldfogel, M.S.W. *Assistant Professor of Social Economy*  
Charlotte Jeanette Dunmore, M.S.S.W., Ph.D. *Assistant Professor of Social Economy*  
Anna Rita Pandiscio, S.M. *Assistant Professor of Social Economy*  
Frances Spiegel Lewis, S.M. *Assistant Professor of Social Economy*  
Leona Riskin, S.M. *Assistant Professor of Social Economy*  
Ann Shuman *Assistant Professor of Social Economy*  
Paul Raymond Nichols, Ph.D. *Lecturer on Statistics*  
Beatrice Feingold Phillips, S.M. *Lecturer on Medical Social Work*  
Elvin Vavrinec Semrad, M.D. *Lecturer on Clinical Psychiatry*  
Edith Andisio Haughton, M.S.W. *Lecturer on Rehabilitation*  
Thomas Frank, M.D. *Lecturer on Child Psychiatry*  
Ellin Fechheimer Isenberg, S.M. *Special Instructor in Field Work*  
Muriel Sutherland Snowden, A.B., LL.D. *Special Instructor in Community Organization*  
Iris Ruggles MacRae, S.M. *Special Instructor in Field Work*

\* *On sabbatical leave, 1968-69.*

† *For 1968-69.*

Naomi R. Osterman, M.S. in S.S., M.S. in Hyg. *Special Instructor in Field Work*  
Constance Rathburn, A.M., M.S.S. *Special Instructor in Casework with Children*  
Barbara June Zenn, M.S. in S.S. *Special Instructor in Field Work*  
Mollie Charney Grob, S.M. *Special Instructor in Social Work Research*  
Rosanna Manley Sampey, S.M. *Special Instructor in Field Work*  
Seymour Bellin, M.D. *Special Instructor in Social Work Research*  
Morton I. Cohen, A.B. *Special Instructor in Social Work Research*  
Louise Mary Wylan, A.M. *Special Instructor in Social Work Research*  
Rachael Schepkowski, S.M., M.A. in Ed., M.S.W. *Special Instructor in Rehabilitation*  
Eleanor Clark, M.S.S. *Special Instructor in Administration*  
Donald Dennis Dobbin, M.S.W. *Special Instructor in Social Work Research*  
Mary Saltman Fogel, S.M. *Special Instructor in Field Work*  
Sophie Freud Loewenstein, S.M. *Special Instructor in Social Work Research*  
Henry Wechsler, Ph.D. *Special Instructor in Social Work Research*  
Sophie Glebow, D.S.W. *Special Instructor in Social Work Research*  
Bessie Walsh Sperry, Ph.D. *Special Lecturer on Clinical Psychology*  
Malkah Tolpin Notman, M.D. *Special Lecturer on Psychiatric Information*  
Stanley David Klein, Ph.D. *Special Lecturer on Clinical Psychology*  
Miles Frederic Shore, M.D. *Special Lecturer on Clinical Psychology*  
Margaret Galdston Frank, M.S.S.W. *Special Lecturer on Group Treatment*  
William Brodie Rothney, M.D., M.P.H. *Special Lecturer on Human Behavior*  
Rolf Arvidson, M.D. *Special Lecturer on Psychoanalytic Theory*  
Robert M. Eisendrath, M.D. *Special Lecturer on Clinical Psychiatry*  
Robert David Mehlman, M.D. *Special Lecturer on Social Psychiatry*  
Carol Nadelson, M.D. *Special Lecturer on Human Behavior*  
Richard Chasin, M.D. *Special Lecturer on Human Behavior*  
Carol Lee Griffin, Ph.D. *Research Associate*

### **Associates, 1969-1970**

#### Department of Publication

**A. S. Burack** *Associate in Book and Magazine Publishing*  
Editor and Publisher, The Writer, Inc., Boston

**Norman L. Cahners** *Associate in Business Publishing*  
Chairman, Cahners Publishing Company, Inc., Boston

**Morris Colman** *Associate in Publishing*  
Formerly Art Director and Juvenile Production Manager, The Viking Press, Inc.,  
New York, New York

**Stanley Thomas Dingman, S.B.** *Associate in Industrial Editing*  
Director of Internal Communications, John Hancock Insurance Company, Boston

**Phyllis Rose Doherty, S.B. Associate in Public Relations**

Director of Public Relations, WNAC-TV and The Yankee Network, Boston

**Emily Flint Associate in Magazine Editing**

Managing Editor, *The Atlantic Monthly*, Boston

**William H. Ganick Associate in Advertising**

Senior Vice President, Harold Cabot & Co., Inc., Boston

**Katherine Marie Heggie, S.B. Associate in Communications Research**

Hemenway and Barne's, Boston

**George F. Kelley Associate in Graphic and Publishing Arts**

Industrial Advertising Designer, Boston

**Timothy Paul Mannix, A.B. Associate in Industrial Editing**

Assistant Vice President, Public Relations Department, New England Telephone and Telegraph Company, Boston

**Herbert R. Mayes Associate in Publishing**

President, McCall Corporation, New York, New York

**Russell Train Smith, M.Arch. Associate in Fine Arts and Design**

School of the Museum of Fine Arts, Boston

**Constance Louise Tree, S.B. Associate in Book Design**

Designer, Graphic Division, Ginn and Company, Boston

**Dino Griz Valz Associate in Graphic Production**

Media Director, Sutherland-Abbott Company, Boston

**Charles Wesley Associate in Graphic Arts**

President and Treasurer, Eastern Engravers, Inc., Waltham

**School of Social Work**

**Eleanor Clark, M.S.S. Associate in Psychiatric Social Work**

Chief, Social Service Department, Massachusetts General Hospital, Boston

**Mary Ann Dolan, A.M., M.S. in S.S. Associate in Psychiatric Social Work**

Head Psychiatric Social Worker, Metropolitan State Hospital, Waltham

**Golda Marion Edinburg, M.S. in S.S. Associate in Psychiatric Social Work**

Director, Department of Psychiatric Social Work, McLean Hospital, Waverley

**Rebecca Glasmann, M.S. in S.S. Associate in Psychiatric Social Work**

Chief of Social Service, Veterans Administration Hospital, Bedford

**Norman Herstein, A.M. Associate in Family and Children's Social Work**

Executive Director, Jewish Family and Children's Service, Boston

**Elizabeth E. Kaiser, M.S.S. Associate in Psychiatric Social Work**

Director of Social Service, South Shore Guidance Center, Quincy

**Theodore A. Karam, M.S. in S.S. Associate in Psychiatric Social Work**

Chief, Social Work Service, Outpatient Clinic, Veterans Administration Hospital, Boston

**Betty Glasser Lifson Associate in Psychiatric Social Work**

Chief Social Worker, Massachusetts Department of Health

**Mei-chen Lin, S.M. Associate in Children's Social Work**

Taipei Children's Mental Health Center, Taipei, Taiwan

**Mildred A. McCarthy, M.S.S.W.** *Associate in Psychiatric Social Work*

Chief of Social Service, The James Jackson Putnam Children's Center, Boston

**Beatrice Feingold Phillips, S.M.** *Associate in Medical Social Work*

Director, Social Service Department, Beth Israel Hospital, Boston

**Sahra Stone Rapp, A.B.** *Associate in Medical Social Work*

Director, Department of Social Work, Boston City Hospital

**Gerald Redding, M.S.W.** *Associate in Community Mental Health*

Regional Director of the Institute of Mental Health

**Sarah Madeline Shipsey, S.M.** *Associate in Medical Social Work*

Director of Social Service, Massachusetts Eye and Ear Infirmary, Boston

**Ruth Janet Wien, S.M.** *Associate in Medical Social Work*

Chairman, Social Service Department, Tufts—New England Medical Center, Boston

#### **Department of Business Administration**

**Anthony Athanas** *Associate in Management*

Anthony's Pier 4

**James Edward Hennessey** *Associate in Office Management*

Account Representative, Remington Rand Division, Sperry Rand Corporation, Boston

**Stacy Holmes, A.B.** *Associate in Retailing*

Public Relations Director, William Filene's Sons Company, Boston

**Frederick Moss, LL.B.** *Associate in Finance*

President, Boston Stock Exchange, Boston

**Harriet Wilinsky, A.B.** *Associate in Retailing*

Sales Promotion Manager, William Filene's Sons Company, Boston

**Angelo Zucco, Ed.M.** *Associate in Management*

Personnel Director, Lechmere Sales, Cambridge

#### **Department of Home Economics**

**B. Lucile Bridges, A.M.** *Associate in Public Health Nutrition*

Executive Director, New England Dairy and Food Council, Boston

**Dorothy Adelaide Crandall, A.M.** *Associate in Business Home Economics*

Food Editor, *The Boston Globe*

**Marion Louise Cronan, A.M.** *Associate in Home Economics*

Director of Homemaking, Public Schools of Brookline

**Louise Hatch, S.B.** *Associate in Hospital Dietetics*

Director, Dietary Department and School of Dietetics, Massachusetts General Hospital, Boston

**Helen Haley Hodgdon** *Associate in Institutional Administration*

Director of Special Services and Skyline Room, Museum of Science, Boston

**Margaret Mary McPherson, B.S. in Ed.** *Associate in Business Home Economics*

Director, Home Service Department, Boston Gas Company

**Madge Louise Myers, M.S.** *Associate in Public Health Nutrition*  
Chief, Frances Stern Food Clinic, New England Medical Center Hospitals, Boston

**Dorothea Elizabeth Nicoll, S.M.** *Associate in Public Health Nutrition*  
Penelope Stathopoulos Peckos, S.B. *Associate in Public Health Nutrition*  
Nutritionist, Forsyth Dental Infirmary for Children, Boston

### **Officers of Administration**

William Edgar Park, B.D., D.D., S.M., L.H.D., LL.D. *President*  
Frank A. Tredinnick, Jr., A.M. *Vice President*  
M. Don Sargent, A.M. *Treasurer*  
William Frederick Kahl, Ph.D. *Provost*  
Eleanor Clifton, A.M. *Dean*  
Walter Eastman Steere, Jr., Ed.M. *Business Manager*  
J. Garton Needham, Ph.D. *Director of Institutional Studies*  
Priscilla Leonard McKee *Assistant to the President*  
Ethel Mildred Bere, S.B. *Comptroller*  
Sherwood Allen Barrow, A.B. *Registrar*  
Jane Curtin Halko, S.B. *Director of Admission*  
Mary Jane Doherty, S.B. *Director of Alumnae Affairs*  
Bernice Joan Poutas, S.B. *Director of the Alumnae and Parents Capital Gifts Program*  
Jonathan Ehrenworth, Ph.D. *Director of the Career Planning and Counseling Center*  
Katharine Magee Davis, Ed.M. *Director of Continuing Education*  
Paul Henry LeComte, A.B. *Director of Development*  
John Cleary Hunter, Ph.D. *Coordinator of Government Programs*  
Marjorie Elizabeth Ready, M.D. *Director of Health*  
Loda May Hopkins, A.B. *Director of the Library*  
\*Anna Moore Hanson, S.B. *Director of Placement*  
†Joan O'Donnell Carroll, A.B. *Director of Placement*  
Yvonne Ramaut Broadcorens, S.B. *Director of Public Information*  
Dorothy Gove Russell, S.B. *Director of Student Financial Aid*

---

Jessie Marie Grant, S.B. *Assistant Comptroller*  
Eugene Adam Acheson *Superintendent of Maintenance*  
Dorothy Frances Williams, S.M. *Managing Editor of the SIMMONS REVIEW*  
Virginia Louise Bratton, S.B. *Director of the Simmons College Press*  
Alice Robinson Brooke, A.B. *Director of Student Employment*  
Patricia Keegan, S.B. *Assistant Director of Admission*  
Helen Heartz Herzog, A.M. *Assistant Dean*

\* Until June 23, 1969.

† Effective July 1, 1969.

Stephanie Mary Thomas, S.B. *Assistant Comptroller for Payrolls*  
Janet Elizabeth Judd, A.B. *Assistant Registrar*  
Caroline Hurd Pooler, S.B. *Counselor in the Office of Continuing Education*  
Darrell Lee Brown, A.B. *Counselor in the Career Planning and Counseling Center*  
Esther Shain Osborne, A.M. *Counselor in the Career Planning and Counseling Center*  
Mary Ann Hanley, Ed.D. *Counselor in the Career Planning and Counseling Center*  
Erma Brown Brooks, S.B. *Program Coordinator in the Urban Youth Teacher Preparation Program*  
Rosemary Flaherty Galloway, A.B. *Assistant to the Director of the Simmons College Press and to the Managing Editor of the SIMMONS REVIEW*  
Margret Hathaway *Assistant to the Business Manager*  
Louise Remick Brown, A.B. *Assistant to the Director, School of Social Work*  
Jeannette Berger Howlett, A.M. *Assistant to the Director of Continuing Education*  
Delmar Kenward McConnell *Financial Assistant in the Office of the Comptroller*  
Judith Burgess Tarpgaard, A.B. *Assistant to the Director of Student Financial Aid*  
Betty L. Thorgilsson, A.B. *Alumnae Fund Secretary*  
Stella Noble O'Brien, B.B.A. *Assistant to the Registrar*  
Mary Logan Canavan, S.B. *Assistant to the Director of Alumnae Affairs*  
Susan Foley Jamieson, A.B. *Assistant to the Director of Admission*  
Sarah F. Klos, B.B.A. *Assistant to the Coordinator of Government Programs*  
Katherine Anne Roberts, A.B. *Assistant to the Director of Admission*  
Martha D. Annis *Secretary to the Registrar*  
Lawrence J. Bacci *Supervisor, Central Duplicating*  
Jane Isabelle Bonyngé *Secretary, Office of the President*  
Anna J. Bowen *Secretary for the Departments of Business Administration and Physical Education*  
Lida Irvine Brown *Secretary to the Director of Alumnae Affairs*  
Patricia Ann Chisholm *Secretary, Office of Placement*  
Anne Gridley Clapp, A.B. *Secretary to the Vice President*  
Jane Ann Curto *Secretary in the Office, School of Social Work*  
Lorraine Normande Cyr, A.B. *Secretary for the Department of Foreign Languages and Literatures*  
Matilda Brereton DiIorio *Secretary in the Office, School of Social Work*  
Eileen Sidney Donovan *Secretary to the Director of Student Financial Aid*  
Esther Kollen Ducey *Secretary in the Office, Departments of Mathematics and Physics*  
Paula Marie Fleck *Supervisor of Student Accounts, Office of the Treasurer*  
Elizabeth Distler Gaebe, A.B. *Assistant in the Comptroller's Office*  
Gertrude Powdrell Games *Secretary in the Office of the Comptroller*  
Josephine Killgoar Hale *Secretary to the Director, School of Library Science*  
Katherine C. Hayes *Secretary in the Office of the Comptroller*  
Constance J. Healy *Secretary, Department of Nursing*

Ruth Olga Hirsch, A.B. *Secretary for the Departments of Economics, Government, and History*

Ruth Patricia Horton *Secretary in the Office, School of Social Work*

Louise Frances Houle *Secretary to the Director of Students, School of Library Science*

Margaret Phalan Keaveney *Secretary to the Comptroller*

Gayle Caron Kerner *Secretary in the Office, School of Library Science*

Catherine Patricia Kiley *Secretary to the Director of Admission*

Barbara Anne Killoran *Secretary to the Comptroller*

Paula Ellen Kreech, A.B. *Secretary in the Office, School of Library Science*

Barbara Ann Manning, A.B. *Secretary to the Director of Development*

Thelma Stone Marcus, S.B. *Secretary, Office of Development*

Caroline Harris McNally *Secretary for the Department of Biology*

Mary Ahern Mears *Secretary to the Provost*

Donna Medeiros *Secretary, Department of Nursing*

Diane Daland Meserve *Secretary to the Director of Public Information*

Anne Scott Meyer, A.B. *Secretary, Office of the Dean*

Kathleen Mary Murphy *Secretary in the Office of the Alumnae Association*

Virginia Markee Powers *Secretary, School of Social Work*

Muriel Andrews Pratt *Secretary for the Department of Publication*

Viola President *Assistant in the Alumnae Office*

Meredith Murdock Restaino *Secretary, Office of the President*

Esther A. Richardson, S.B. *Secretary in the Office of the Provost*

Elaine Baylie Sandler *Mail Clerk*

Sharon Gaudion Sanford, S.B. *Secretary for the Career Planning and Counseling Center*

Lois Palestine Savage, A.B. *Secretary to the Registrar*

Ellen Douglas Snow, A.B. *Secretary to the Dean*

Carrie Stevens *Secretary to the Director of the Alumnae and Parents Capital Gifts Program*

Mary Alice Sullivan *Secretary in the Office, School of Social Work*

Mary C. Sunderlin, A.B. *Secretary for the Department of Sociology*

Dorothea Frances Talbot, S.B. *Secretary for the Department of Home Economics*

Frances Horton Thompson *Secretary for the Department of Art and Music and for the Department of English*

Nancy Kathleen Upton *Secretary to the Registrar*

Linda Marlene Wallace, A.B. *Secretary for the Department of Chemistry*

Elinor Haines Ward, S.B. *Secretary for the Departments of Psychology and Philosophy*

Karen Jaffe Ward, A.B. *Secretary to the Director of Admission*

Lois Heathman Wells *Secretary, Office of Placement*

Loda May Hopkins, A.B., S.B. *Director of the Library*  
Robert Alan Watts, S.M., A.M. *Assistant Director of the Library*  
Marjorie Swayne VanDamme, S.M. *Librarian, School of Social Work*  
Jean Frances Madden, S.M. *Librarian, School of Library Science*  
Margaret Elizabeth Davis, A.B., S.B. *Cataloguer*  
Alma Estes Browne, S.B. *Circulation Librarian*  
Tilak Raj Khanna, S.M. *Audio-Visual Services Librarian*  
Margaret Kyle Donovan, S.M. *General Librarian*  
Carol Gene Chase *Circulation Desk Supervisor*  
Kathleen Mary Peroni *Secretary to the Director of the Library*  
Carol L. Berglund, A.B. *Acquisitions Clerk, Library*  
Judith Glynn Frost, A.B. *Library Clerk, Library*  
Glenn Robert Coffman, A.M. *Graduate Assistant in the Library*  
Susan Dick Grigsby, A.B. *Clerical Assistant to the Cataloguer*

---

Marjorie Elizabeth Readdy, M.D. *Director of Health*  
Barbara Payne Rockett, M.D. *Associate Physician in the Department of Health*  
Nina Litton, M.D. *Associate Physician in the Department of Health*  
Jane Elizabeth Bain, M.D. *Consulting Psychiatrist*  
John Haley Brennan, M.D. *Consulting Psychiatrist*  
Egon George Wissing, M.D. *Roentgenologist*  
Elsie Markham Feeney, R.N. *Assistant to the Director of Health*  
Rose Spellman, R.N. *Clinic Nurse, Infirmary*  
Joan Young Russell, R.N. *Nurse-Secretary*  
Pauline M. Zimmon *Laboratory Technician in the Health Center*  
Dianne Belida Sweeney *X-ray Technician*

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\*Burton Abercrombie Cleaves, Mus.M. *Director of Musical Activities*  
Florence Alice Dunn, Mus.M. *Assistant Director of the Glee Club*  
David George Gullette, Ph.D. *Director of Student Dramatics*

---

Elizabeth Taylor Smith, Ed.M. *Director of Students, Residence Halls*  
Eleanor Kay Chandler *Resident Head, Simmons Hall*  
Gretchen Hodges Ellefson, A.B. *Resident Head, Evans Hall*  
Mabel Addie Duplissie *Resident Head, Evans Hall*  
Elizabeth F. Bradt *Resident Head, Morse Hall*  
Dorothy M. Kinghorn *Resident Head, North Hall*  
†Barbara Thomas deZengotita, A.B. *Resident Head, Mesick Hall*  
Dorothy Frances Staples *Resident Head, Dix Hall*

\* *On sabbatical leave, 1969-70.*

† *Through 1968-69.*

Helen Eldredge Wheaton *Resident Head, South Hall*

\*Florence H. Rich *Resident Head, Arnold Hall*

†Barbara Chamberlain MacCready, A.B. *Resident Head, Mesick Hall*

---

Wendell William Hasenfus, B.S. in B.A. *Manager of Residence Halls*

Joseph Sylvain Arsenault *Plant Superintendent, Residence Halls*

Aubrey Stingley Henagan *Plant Engineer*

Jeanette Allen Hanson *Manager of the Lunchroom*

Mabel MacCallum King *Executive Housekeeper, Residence Halls*

Judith Levine Salemi, A.B. *Secretary in the Office, Director of Students, Residence Halls*

---

Thomas Allen Page *Supervisor, Data Processing Department*

Mary Reavis Inge *Assistant in the Data Processing Department*

Harriett M. Murphy *Assistant in the Data Processing Department*

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\* Through 1968-69.

† Effective 1969-70.

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### **Bequests**

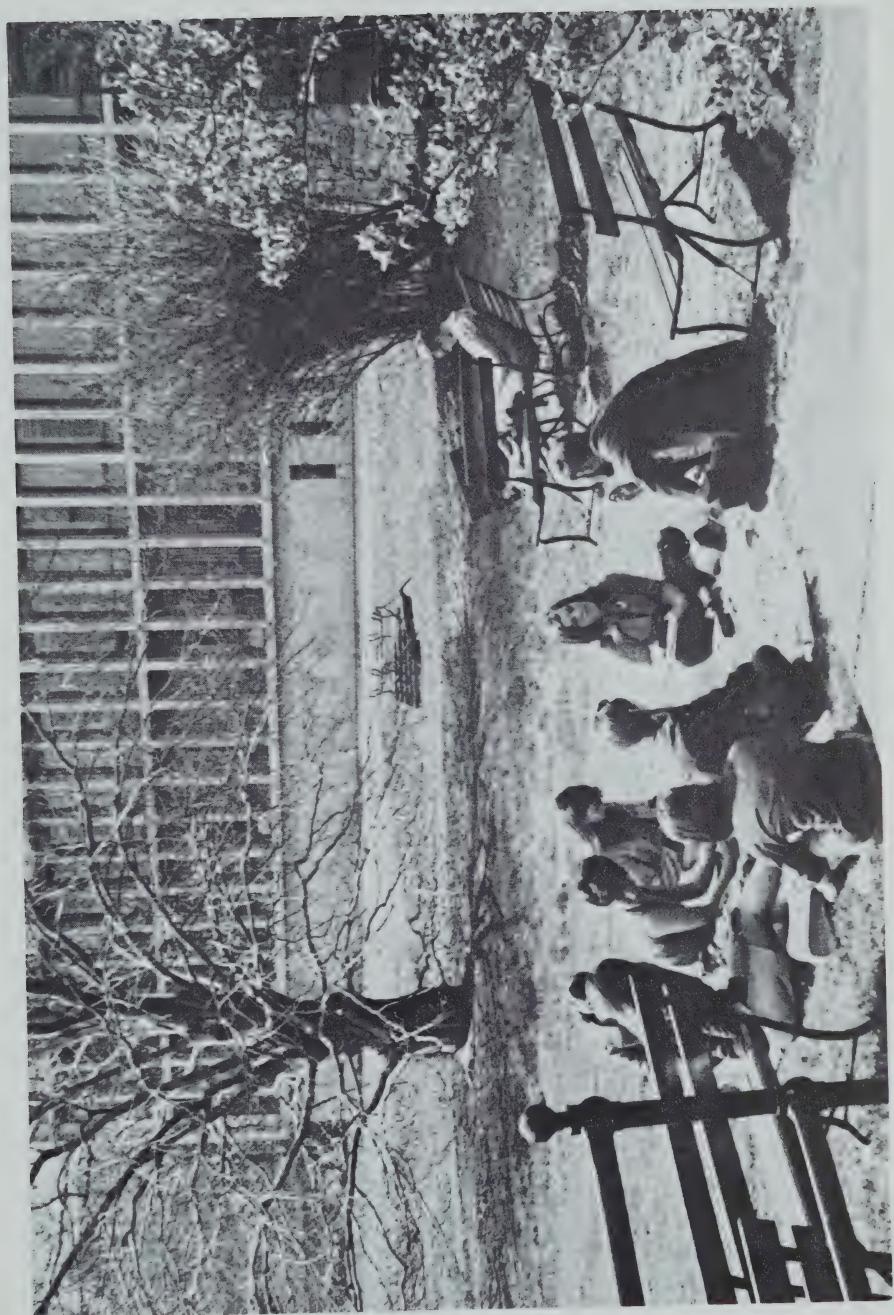
The Corporation of Simmons College welcomes gifts to be devoted to the general purposes of the College, to permanent endowment, to scholarships, to buildings, or to such other use as the donor may specify. Such gift may take the form of a memorial to a person whom the donor designates. Bequests to Simmons College, a charitable educational corporation, are free from whatever inheritance or succession taxes are ordinarily imposed and gifts to the College are not reduced by such taxes.

#### **Suggested Form for Specific Bequest**

“I give, devise, and bequeath to Simmons College, a corporation duly established under the laws of Massachusetts, and located in the City of Boston, the sum of ..... dollars, to be applied to the general uses and purposes of said institution.”

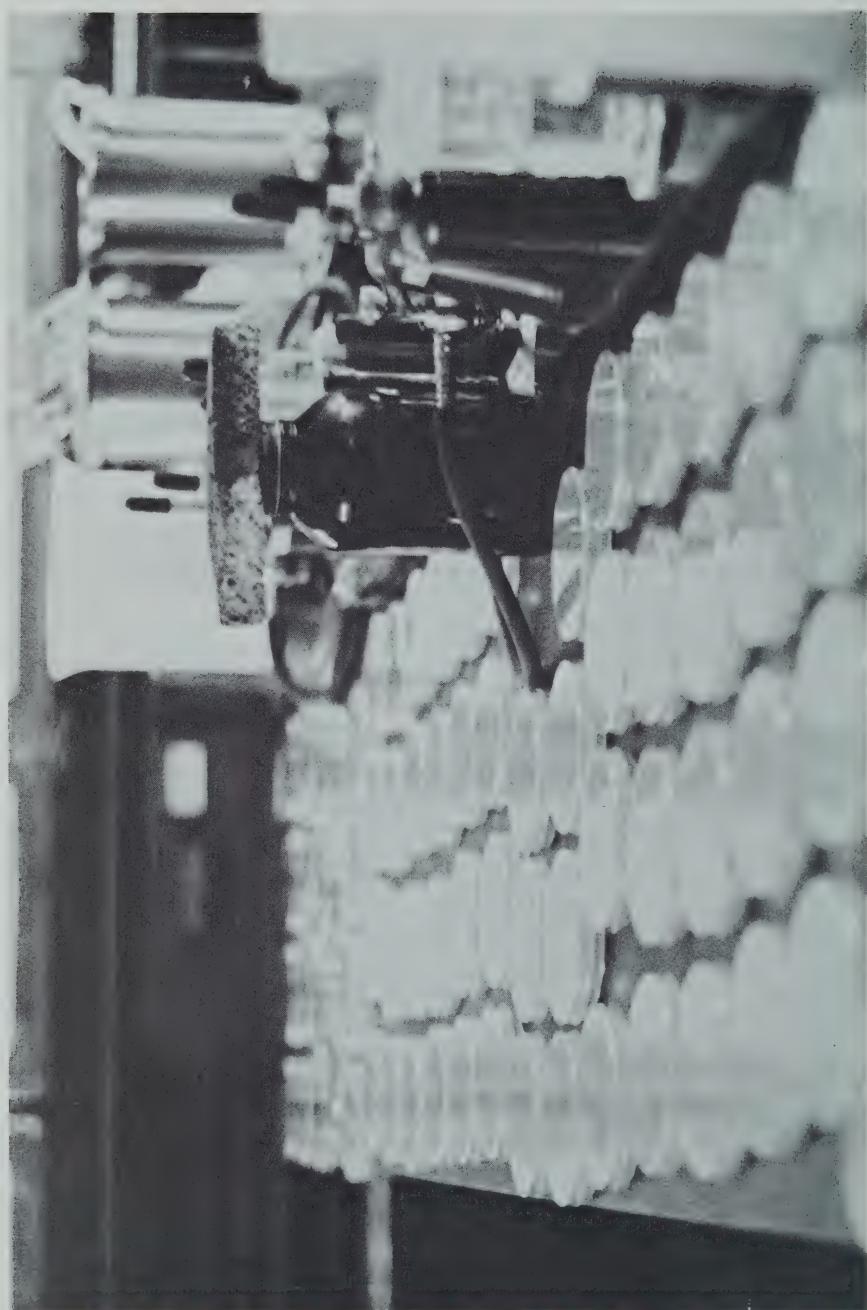
#### **Suggested Form for Residuary Bequest**

“I give, devise, and bequeath to Simmons College, a corporation duly established under the laws of Massachusetts, and located in the City of Boston, all the rest, residue, and remainder of my property, real or personal, of which I may die seized or possessed or to which I may be entitled at the time of my decease, to be applied to the general uses and purposes of said institution (or for express separate purposes of the institution such as may be defined in the terms of the will itself).”













## **Catalogue supplement**

The following are additions and corrections to the 1969-1970 catalogue.

### **Calendar for 1969-1970**

**This calendar replaces the calendar on Page 9.**

**September 8-14**

*Freshman Orientation, Placement Tests,  
Registration*

#### **First Semester**

<b>September 15 (Monday)</b>	<i>First Semester begins</i>
<b>October 13 (Monday)</b>	<i>Columbus Day</i>
<b>November 11 (Tuesday)</b>	<i>Veterans' Day</i>
<b>November 27-30</b>	<i>Thanksgiving</i>
<b>December 19 (Friday)</b>	<i>Formal classes end; Christmas Holiday begins</i>
<b>January 5 (Monday)</b>	<i>Review Period begins</i>
<b>January 12-16</b>	<i>Exam or Reading Period</i>
<b>January 19 (Monday)</b>	<i>Beginning of Interim Week</i>

#### **Second Semester**

<b>January 26 (Monday)</b>	<i>Second Semester begins</i>
<b>February 16 (Monday)</b>	<i>Washington's Birthday</i>
<b>March 13-22</b>	<i>Spring recess</i>
<b>April 20 (Monday)</b>	<i>Patriot's Day</i>
<b>May 8 (Friday)</b>	<i>Formal classes end</i>
<b>May 11 (Monday)</b>	<i>Review Week begins</i>
<b>May 18-22</b>	<i>Examinations</i>
<b>May 31 (Sunday)</b>	<i>Commencement</i>

### **Department of Art**

Art in America, Nineteenth and Twentieth Centuries, should be numbered *Art 25-2*; it is incorrectly numbered on page 101.

### **Department of Education**

#### **Additional Specialization with the Elementary School Education Program (see page 67).**

The concentration in elementary education can also be combined with a special program for teaching retarded children. In addition to completing the concentration in elementary education (see p. 67), students electing this concentration are required to complete 24 semester hours in preparation for the teaching of retarded children (which with *Education 141* will also meet Massachusetts requirements for this specialization) together with 16 semester hours in either English, mathematics, social studies or science.

The courses in the preparation for teaching retarded children are as follows:

*12 semester hours from the following, specific courses to be approved by the Director of the Program in Elementary Education.*

<i>Education 129</i>	Methods of Teaching the Retarded Child
<i>Psychology 41</i>	Principles of Psychological Measurement
<i>Educational Psychology 130</i>	Psychology of Subnormal and Unadjusted Children
<i>Home Economics 20</i>	Clothing
<i>Home Economics 22</i>	Design
<i>Home Economics 23</i>	Foods
<i>Home Economics 38</i>	Early Childhood Programs: Methods and Materials
<i>Emmanuel #317</i>	Crafts and Design

**Notes:** *Education 141* when taken as part of this program involves 17 weeks of student teaching, including 7 weeks in a normal classroom and 10 weeks in a classroom for retarded children.

Students should also take note of the prerequisites for *Psychology 41* and *Home Economics 38*.

### **Courses of Instruction**

<b>Ed. Psych. 130-1</b>	Psychology of Subnormal and Unadjusted Children
4 sem. hrs.	Physiological and developmental factors which form the basis of mental retardation and emotional disturbance in children. Special attention will be given to the emotional and educational implications of mental retardation and to the educational implications of emotional disturbance. <i>Dr. Hurwitz.</i>

**Ed. 129-1 Methods of Teaching the Retarded Child**

*4 sem. hrs.* Specific problems and procedures with which teachers of the retarded child, both trainable and educable, must be concerned. Special attention will be given to the difference between methods and materials which are appropriate in the normal, trainable and educable classrooms. The student will be expected to allow time in her schedule for regular visits to a school for classroom observation. *Mrs. MacArthur, Mrs. Dickerson and Mrs. Paine.*

**Department of Government**

**Gov. 53-2 Can Cities Be Managed**

*4 sem. hrs.* Designed as an off-the-record presentation by members of the Mayor's Office of Public Service of some of the major problems facing America's cities and the practical political implications of various alternative courses of action available to the executive branch. There will be one underlying question, "are cities manageable", tied to general areas of inquiry developed from a series of case studies. Specific cases will be drawn mainly from the Boston experience but other cities will be discussed where appropriate. *Mr. Breay, Mr. Finn, Mr. Hargadon, Mr. Oliat.*

**Department of History**

**Hist. 130-1 Studies in Elizabethan England (Seminar)**

*4 sem. hrs.* Topics in social and economic history, religion, and cultural developments during the reign of Elizabeth I. The course is conducted as a seminar and culminates in individual study papers.

**Department of Mathematics**

**Math. 65-1, 2 Directed Study**

*4 sem. hrs.* Members of the Department.

**Department of Nursing**

The following statement should appear under "Prerequisites" on page 86:

It is recommended that Sociological Thought and Analysis (*Sociology 18*) be completed by the end of the third year.

**Department of Sociology**

The Department of Sociology encourages maximum opportunity for students to pursue their individual interests both within the field of sociology and in its relation to other fields of knowledge. We encourage, therefore, maximum individuality of each student's program. To that end, and recognizing that, in sociology, different backgrounds may equally

well prepare a student for a given course, course prerequisites applying to all students have been eliminated. No course is formally prerequisite to another. However, the prerequisite of "consent of the instructor" is frequently employed in the Department. And, in the case of sociology concentrators, the Department of Sociology, acting through a student's faculty adviser, reserves the right, in any individual case, to require either or both a specified sequence of courses, and one or more designated courses, depending upon the aims and other course content of the student's program of study.

Any such requirement applies only to the individual student concerned. It may be appealed to the Department chairman and decided by vote of members of the Departmental meetings.

Members of the Department are always readily available for consultation by students in planning their individual programs of study. Students are urged to talk with Departmental members about such matters as often as seems useful. This will ensure that the individual's program will meet criteria of disciplinary coherence as well as the criterion of her individual interest.

#### **Concentration in Sociology**

A concentration in sociology requires a minimum of 40 semester hours, a minimum of 8 and a maximum of 12 of which must be in courses offered outside the Department of Sociology. Such extra-departmental courses may be counted toward fulfillment of the sociology concentration *only* if (1) written approval of the Sociology Department is obtained *before* they are taken, and (2) they form part of a coherent study plan in sociology. Students are therefore urged to consult fully with faculty advisers in planning their programs of study. Concentrators who will graduate in June, 1970, may petition the Department of Sociology for waiver of the above requirements. A special program based on past concentration requirements will be made with each petitioner individually.

Any course already taken by students as part of a sociology concentration before the 1969-70 academic year, in accordance with concentration requirements in effect at the time the course was taken, will continue to count, for those students, as part of their sociology concentrations.

**Independent Study.** All graduates of the College are required to complete 8 semester hours of Independent Study. Aside from honors candidates, who are discussed in the following section, concentrators in the Department of Sociology may satisfy the Independent Study requirement by some combination of three courses: *Sociology 62*, *Sociology 63*, and

*Sociology 64.* Each of these courses counts towards fulfillment of the Departmental concentration requirements.

Perhaps most students will wish to fulfill this requirement by taking *Sociology 62* (4 semester hours) and *Sociology 63* (4 semester hours) in their senior year. However, using *Sociology 64*, either alone or in combination with *Sociology 62* or *Sociology 63*, or using *Sociology 63* alone, there are four alternative ways to satisfy this requirement. To follow any one of these alternatives a student must petition and receive the permission of the Department. The alternatives are as follows:

- a. *Sociology 63* (8 semester hours). This alternative consists of completing two individual projects, as required in *Sociology 63*, in consecutive semesters. The burden of the petition of the Department to be allowed to follow this alternative would be that the aims of *Sociology 62* have been met in other ways.
- b. *Sociology 64* (8 semester hours). This is a unique individual project covering a full academic year. The burden of the petition to the Department to be allowed to follow this alternative would be the establishment of the special merit of the proposed study plan.
- c. *Sociology 64* (4 semester hours) plus *Sociology 62* (4 semester hours). The burden of the petition to the Department to be allowed to follow this alternative would be that the work proposed under *Sociology 64* is not, in fact, assimilable to *Sociology 63*.
- d. *Sociology 63* (4 semester hours) plus *Sociology 64* (4 semester hours). The burdens of the petition to the Department to be allowed to follow this alternative would be two: first, that the proposed work in *Sociology 64* is not, in fact, assimilable to *Sociology 63* and, secondly, that the aims of *Sociology 62* have been met in other ways.

Members of the Department are, of course, always available to discuss any aspect of the Independent Study program.

**Honors in Sociology.** Candidates for honors in sociology are expected to fulfill College requirements as designated on pages 47-48. Candidates must also fulfill concentration requirements as described above.

In addition, for honors candidates, Departmental Independent Study and honors requirements will normally be met through successful completion of *Sociology 62*, Independent Study: Integrative Seminar (4 semester hours), and *Sociology 65*, Independent Study: Senior's Honors

Thesis (8 semester hours). The thesis will be on an explicitly interdisciplinary topic, and one advanced course directly related to the thesis topic and normally selected outside the offerings of the Department of Sociology is required. This course must have the prior approval of the Department before it is taken, and it may be included in the extra-departmental courses required for the concentration.

It is possible for an honors candidate to vary these requirements in only one way. She may petition the Department to substitute a different course for *Sociology 62*. The burdens of her petition would be that the course which she desires to substitute is important to her honors program and that the aims of *Sociology 62* have been met by her in other ways.

Qualified students who plan to seek a graduate degree are especially urged to consider the possibility of honors candidacy and to discuss that possibility with members of the Department.

#### **Courses of Instruction**

##### **Soc. 18-1, 2**

*4 sem. hrs.*

##### **Sociological Thought and Analysis**

Understanding Idea Systems as Explanatory Systems. Systematic study of major thinkers in the sociological tradition and the influences of their works on present-day sociological theory. Consideration will be given to Marx; Simmel; Weber; Durkheim; and from outside Sociology, Freud. Reading in the original writings of these thinkers and in classic community descriptions, including non-European communities. Students will be expected to write papers using the theoretical approaches discussed in the course to analyze aspects of those community descriptions. *Miss Hagopian.*

##### **Soc. 22-2**

*4 sem. hrs.*

##### **Issues of Methodology in Sociology**

Discussion of major methodological issues of sociology, value-free sociology, reduction, *verstehen*, the possibility of cross-cultural knowledge, etc. Discussion of specific methodological issues deriving from the theorists discussed in *Sociology 18* as well as from other approaches. It is expected that students will have preparation comparable to that given in *Sociology 18* or basic philosophy. *Mr. Ryan.*

##### **Soc. 28-1, 2**

*4 sem. hrs.*

*Prerequisite:*  
consent of the  
instructor

##### **Group Dynamics**

A course operating as a self-analytic training group for the purpose of studying its own behavior. Helps the student to improve her ability to observe, understand, and analyze the behavior of groups, her own and others' behavior in them, and to gain an appreciation of the powerful covert processes operative in all interpersonal relationships. The instructor acts as a guide, not as

a lecturer, to help the group examine its own behavior. Readings drawn from sociology, anthropology, psychology, literature, and mythology. *Mr. \_\_\_\_\_*.

**[Soc. 30-2**

*4 sem. hrs.*

*Prerequisite:*  
consent of the  
instructor

Not offered 1969-70.]

**Comparative Social Systems: The Modernization of  
Traditional Societies**

The comparative approach; modernization in historical perspective; what is being transformed: the basis of legitimation and the nature of tribal, peasant, and modern societies; relevance of social change theories to modernizing societies; social science criteria; new forms of social organization and persistence of the old; building modern societies: ideologies and elites; case studies; comparative analysis of modern and modernizing societies; some sociological propositions.

**Soc. 31-1**

*4 sem. hrs.*

*Prerequisite:*  
consent of the  
instructor

**Foundations of Political Sociology**

Political sociology as a field of inquiry in the classical tradition. Concepts, theories, and basic issues in the sociological analysis of political systems. Conflict and cooperation in political life; forms of power; social class and political controls; social foundations of authority, stability, and change. Readings from Aristotle, Marx, Tocqueville, Weber, Simmel, and others. *Mr. Walter.*

**Soc. 34-2**

*4 sem. hrs.*

*Prerequisite:*  
consent of the  
instructor

**The Sociology of Misery**

The perception and uses of misery in social systems; fragments toward a social-cultural history of misery. The structure of poverty; distribution of illth; the nature of victimization in social systems. Stratification of the lowest levels of social life. Dynamics of privation; causes and effects of social distress; the analysis of wretchedness. Considerable attention will be given to urban social systems. *Mr. Walter.*

**Soc. 36-1**

*4 sem. hrs.*

*Prerequisite:*  
consent of the  
instructor

**Comparative Urbanism**

Theories and approaches to the analysis of urban social systems. Origins and growth of urban places in different parts of the world. Comparative socio-cultural characteristics of American, African, and Asian urbanism. Problems of the place of urban studies in systematic sociological and social system theory. *Mr. Ryan.*

**Soc. 38-2**

*4 sem. hrs.*

*Prerequisite:*  
consent of the  
instructor

**Sociology of African Literature**

Application of various modes of sociological analysis to the prose and poetry of Sub-Saharan Africa. Literary works treated as models for understanding ideological and relational aspects of contemporary African social systems. Students are expected to achieve some expertise in utilizing sociological analytical techniques and some appreciation of African literary forms and social systems. *Mrs. Kilson.*

<b>Soc. 40-2</b>	<b>Seminar in Contemporary Ideologies</b>
<i>4 sem. hrs.</i>	Definition and analysis of the role of ideology. Utopias and ideologies. The ideologies of selected developed and developing nations. Ideologies and nationalism and internationalism. <i>Miss Hagopian.</i>
<b>Soc. 48-1</b>	<b>Sociology of Preindustrial Cosmologies: Ritual and Drama</b>
<i>4 sem. hrs.</i>	Study of cosmologies of preindustrial societies through the sociological analysis of ritual and drama. An intensive study in the sociological analysis of ritual symbolism, particularly in Africa, and an application of these methods to Shakespearean tragedy. <i>Mrs. Kilson.</i>
<b>[Soc. 55-2</b>	<b>Seminar: Topics in Sociological Theory</b>
<i>4 sem. hrs.</i>	Selected topics in sociological theory deriving in part from the interests of seminar members. Seminar papers required. A general acquaintance with sociological theory will be presumed.
<i>Prerequisite:</i> consent of the instructor	
Not offered 1969-70.]	
<b>[Soc. 57-1</b>	<b>Seminar: Empirical Research Procedures in Sociology</b>
<i>4 sem. hrs.</i>	The design, conduct, and analysis of sociological research. Study of survey procedures, community study techniques and cross-cultural research.
<i>Prerequisite:</i> consent of the instructor	
Not offered 1969-70.]	
<b>Soc. 59-1, 2</b>	<b>Field Work and Data Analysis</b>
<i>4 sem. hrs.</i>	Individual work in the field or in data analysis under the direction of a member of the Department. Members of the Department.
<i>Prerequisite:</i> consent of the instructor	
<b>Soc. 60-1, 2</b>	<b>Individual Study</b>
<i>4-8 sem. hrs.</i>	(See description on p. 147)
<i>Prerequisite:</i> consent of the instructor	Members of the Department.
<b>Soc. 62-1, 2</b>	<b>Independent Studies: Integrative Seminar</b>
<i>4 sem. hrs.</i>	This seminar will take as its topic a problem which has a long history in sociology and which raises basic theoretical or methodological issues. Each member of the seminar independently will investigate the various historical and theoretical aspects of the issue and prepare a seminar paper in which emphasis is upon bringing diverse materials together into a coherent and systematic analysis. Seminar meetings devoted to discussion of
<i>Prerequisite:</i> consent of the instructor	

substantive, conceptual and methodological aspects of these investigations. The topic of the seminar will change from time to time. Topic for 1969-70: The Problem of Reduction. *Mr. Ryan.*

**Soc. 63-1, 2**

*4 sem. hrs.*

*Prerequisite:*  
consent of the  
instructor

**Independent Studies: Specialized Research Projects Seminar**  
At the beginning of the semester, each member of the seminar will submit to the Department a proposal for an Independent Study project. The emphasis will be upon studying in detail a problem of strictly limited scope. Members of the Department will evaluate these proposals and develop a final study plan with each student individually. Students will then be divided into sections according to common elements in their study plans. Each of these sections will meet as a seminar under the leadership of a member of the Department. Each seminar will define its procedures according to the interests represented, and issues being studied, by its members. However, in general, the emphasis will be upon discussion of the substantive, conceptual, and methodological problems involved in the individual projects of its members, and upon student participation in the solution of such problems which are encountered by members and brought to the attention of the seminar. *Preliminary proposals must be submitted at the time of pre-registration.* Members of the Department.

**Soc. 64-1, 2**

*4 sem. hrs.*

*Prerequisite:*  
consent of the  
instructor

**Independent Studies: Individual Projects**

Students who wish to fulfill the Independent Study requirements through unique projects which cannot be accommodated in other Independent Study courses, *Sociology 62* and *Sociology 63*, are encouraged to petition the Department for permission to register for *Sociology 64* and carry out those projects under the direction of a member of the Department. Before petitioning the Department, however, students are advised to read carefully the description of Independent Study in Sociology and to discuss their proposal with the member of the Department with whom they would prefer to work. Members of the Department.

**Soc. 65-0**

*8 sem. hrs.*

**Independent Studies: Senior Honors Thesis**

Required of and open only to honors candidates in sociology in their senior year. Members of the Department.

**[Soc. 80-1**

*4 sem. hrs.*

*Prerequisite:*  
consent of the  
instructor

Not offered 1969-70.]

**Seminar: Empirical Analysis of the American Social System**

Study of selected general and specific attributes of the American social system in the context of theories of the social system. Members of the seminar will prepare analytic papers which require the use of empirical data on some aspect of the American social system. The course will assume knowledge of sociological thought and methods.

**[Soc. 81-2**

*4 sem. hrs.*

*Prerequisite:*  
consent of the  
instructor

Not offered 1969-70.]

**Seminar: Empirical Analysis of the Social System  
of Black Americans**

Empirical study of the salient characteristics of the social system of Black Americans, and of its position in the larger national social system. Seminar members will prepare seminar papers which require the use of empirical data on some aspect of this sub-system and its relation to the larger society. Knowledge of sociological thought and methods will be assumed.

**[Soc. 82-1**

*4 sem. hrs.*

*Prerequisite:*  
consent of the  
instructor

Not offered 1969-70.]

**Seminar: Empirical Analysis of the Social Systems  
of Contemporary Africa**

Study of selected national social systems in contemporary Africa and their relation to older forms of social structures found on that continent. Seminar members will prepare seminar papers which deal with cross-cultural data on some aspect of the social systems of Africa as we know them today. The course will presume knowledge of sociological thought and methods.

**[Soc. 83-2**

*4 sem. hrs.*

*Prerequisite:*  
consent of the  
instructor

Not offered 1969-70.]

**Seminar: Empirical Analysis of the Social System  
of Contemporary Latin America**

Study of selected social systems in contemporary Latin America. Considerable attention will be paid to the different levels of modernization achieved and to the different developments of the common Spanish heritage. Seminar members will prepare analytic seminar papers using cross-cultural data on some aspect of these social systems. The course presumes knowledge of sociological thought and methods.







